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This teaching guide, developed with ESEA Title I funds, outlines an oral English program to help Mexican-American students eliminate nonstandard pronunciation and usage. Along with lessons to motivate the students and to teach them certain language concepts, the guide contains pronunciation, usage, and oral emphasis lessons and followup drills, which can help the students overcome their reluctance to speak and can remediate the speech problems caused by their Spanish language background. The guide also contains an outline of the nonstandard usage and pronunciation common to Mexican-American students, general teaching suggestions, and a brief bibliography. (See also UD 007695 for parallel program to help Negro students). (EF)

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STANDARD ORAL ENGLISH

INSTRUCTIONAL GUIDE D FOR TENTH GRADE

UD 007 696

ELEMENTARY AND SECONDARY EDUCATION ACT

LOS ANGELES CITY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STANDARD ORAL ENGLISH

Tenth Grade

Instructional Guide D

LOS ANGELES CITY SCHOOLS
Division of Secondary Education
Specially–Funded Programs
Publication No. ESEA 3–1
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APPROVED:

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

FOREWORD

Oral language---speech---is the most common form of human communication. Yet, oral language frequently has received less emphasis in the English program of the secondary school than have other means of communication. Many students who speak a nonstandard variety of English have not received the kind of specialized instruction that is needed to help them master standard English.

The inability to speak standard English seriously handicaps many Mexican-American students academically, particularly in their reading, as well as socially and vocationally. In the past, the regular English program has not adequately made provision to remedy the language problems which are peculiar to Mexican-American students. This publication outlines an oral English program designed specifically to help students eliminate the gross nonstandard pronunciation and usage items in their speech in situations which require the use of standard English. The program consists of basic lessons, follow-up lessons, and related taped drills.

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

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Special assistance and guidance were provided the principal author by:

Division of Secondary Education

Luis F. Hernandez	Consultant, Standard Oral English, Pilot Projects, Specially Funded Programs
Roger Hyndman	Supervisor, Secondary English
Al Lalane	Editor, Pilot Projects, Specially Funded Programs
Walter J. Lansu	Assistant Administrative Coordinator, Specially Funded Programs

Division of Instructional Services

William Rosch	Supervisor, Secondary English, Curriculum Branch

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Principal authorship and preparation of the manuscript were accomplished by DOLORES M. SEIDMAN, Consultant, Standard Oral English, Pilot Projects, Specially Funded Programs.

HARRIETTE F. WILLIAMS
Pilot Projects Coordinator
Specially Funded Programs

THOMAS O. LAWSON
Administrative Coordinator
Specially Funded Programs

CONTENTS

FOREWORD . . . iii
ACKNOWLEDGMENTS . . . iv
OBJECTIVES . . . vii
GENERAL INFORMATION . . . viii
USE OF THE GUIDE . . . ix
CHARACTERISTICS . . . x
GENERAL TEACHING SUGGESTIONS . . . xi

PART ONE – MOTIVATION

LESSON 1 –– The Languages You Speak, Part I . . . 3
LESSON 2 –– The Languages You Speak, Part II . . . 9
LESSON 3 –– The Languages You Speak, Part III . . . 16

PART TWO – LESSONS

LESSON 4 –– CH – SH Sounds . . . 29
LESSON 5 –– Who Am I? . . . 34
LESSON 6 –– Comparison of Adjectives . . . 38
LESSON 7 –– The Sound of Narrative Poetry . . . 42
LESSON 8 –– Double Negative . . . 44
LESSON 9 –– Telephone Lesson . . . 48
LESSON 10 –– Summarization . . . 52
LESSON 11 –– Pronunciation of Final ED . . . 54
LESSON 12 –– Role Playing Situation . . . 61
LESSON 13 –– TV Story Idea . . . 65
LESSON 14 –– Impromptu Speaking Situation . . . 69
LESSON 15 –– Review . . . 71
LESSON 16 –– Remotivation I . . . 75
LESSON 17 –– Remotivation II . . . 77
LESSON 18 –– B – V Sounds . . . 79
LESSON 19 –– Role Playing . . . 83
LESSON 20 –– Uses of the Past and the Present Perfect Forms of TO BE, TO SEE, TO DO . . . 86
LESSON 21 –– Lyric Poetry . . . 92
LESSON 22 –– Pronunciation of Final ING . . . 96
LESSON 23 –– TV Emmy Awards . . . 999
LESSON 24 –– Oral Expression . . . 101
LESSON 25 –– Job Interview I . . . 105
LESSON 26 –– Double Negative . . . 110
LESSON 27 –– Job Interview II . . . 113
LESSON 28 –– Agreement of Subject and Verb . . . 118
LESSON 29 –– Pronunciation of Final P – K . . . 123
LESSON 30 –– Review . . . 128

SUPPLEMENTARY LESSON 1 -- Front Vowels I 131
SUPPLEMENTARY LESSON 2 -- Front Vowels II 133
SUPPLEMENTARY LESSON 3 -- Back Vowels I 135
SUPPLEMENTARY LESSON 4 -- Back Vowels II 137

PART THREE – APPENDIX

PRONUNCIATION CHART 141
BIBLIOGRAPHY 147

OBJECTIVES

GENERAL

- –To develop greater ability to speak standard English
- –To understand that English is spoken in various ways by different groups of people
- –To understand that the variation of English to be spoken is determined by the situation
- –To recognize situations in which the use of English is most appropriate
- –To recognize that the language we use has great influence upon our daily lives

SPECIFIC

Oral Experience

- –Students will be able to express orally basic facts about themselves, with confidence.
- –Students will be able to state certain definite opinions and support these opinions with clear, logical thinking.
- –Students will be able confidently to present an oral summary.
- –Students will be able to express themselves confidently in a role playing situation.
- –Students will be able to dramatize a story.

Usage

- –Students will be able to differentiate between the comparative and superlative forms of adjectives and to use them properly.
- –Students will be able to use the negative construction effectively.
- –Students will recognize the double negative as a nonstandard construction.
- –Students will be able to use properly the past and the present perfect forms of the irregular verbs **to be, to see,** and **to do,** and to distinguish correct and incorrect uses of these verbs.
- –Students will be able to use correctly the third person singular forms of verbs.
- –Students will be able to achieve agreement between third person subjects and verbs.

Pronunciation

- –Students will be able to differentiate between and pronounce clearly the **CH** and **SH** sounds.
- –Students will be able to pronounce the final **ED** clearly.
- –Students will be able to differentiate between and pronounce clearly the **B** and **V** sounds.
- –Students will be able to pronounce the final **ING** sound clearly.
- –Students will be able to pronounce the final **P** and **K** sounds distinctly.

GENERAL INTRODUCTION

The oral language problems of many Mexican-American students may be sociological in origin, resulting from taciturnity and laconism. These deficiencies may create premature limitations on the students' academic progress. Because an oral language problem may be sociological in origin, the teacher should develop an understanding of the following:

- –the students' ethnic background
- –the influences exerted on the students' English by their native language
- –the students' attitudes toward English
- –the importance which the students place on retention of their type of oral expression

There is evidence to support the hypothesis that the taciturnity and laconic speech of many Mexican-American students are acquired during the period of their secondary education. The oral language problem may become even more marked during the high school years. However, most of the students are not aware of the limitations that this handicap will place on their vocational success. This ignorance on the part of the students makes the teacher responsible to help them to become aware of this limitation and to give them as many opportunities as possible to participate in oral experiences that emphasize the importance of communication.

The teacher must realize that if the majority of the students in a class are Mexican-American, there will be present varying levels of ability in English. In any class there may be:

- –Students who, although they are called bilinguals, in reality use either English or Spanish as the dominant language
- –Students who have been in the Non-English-Speaking Program, but who continue to use Spanish as the dominant language
- –Students who are third-generation citizens and speak only English
- –Transfer students with backgrounds of strict segregation, who speak a mixture of English and Spanish

In such a classroom situation, the teacher is challenged by both a variety of intellectual ability and a variety of ability in the use of standard English.

Definition of Standard English

Standard English has been defined as the ". . . language used to carry on the important affairs of our country." It is the dialect of English spoken by educated persons, most radio and television announcers, and government officials. Standard English is the dialect of English that is most effective in most communication situations.

Some Characteristics of Nonstandard Oral Language

Many of the differences in the usage common to Mexican-American students exist because a direct translation has been made from Spanish idiom to English. The degree of occurrence of these nonstandard forms might indicate to the teacher the degree of dominance of Spanish on the students' English usage or syntax. In addition, students whose dominant language is Spanish will have a strong accent. The teacher must understand that the pupils reinforce these nonstandard forms during their out-of-class activities. In many cases, making the student aware of the difference between his variety of English and standard English and making him desirous of acquiring standard oral English will be the most important immediate achievements possible in terms of improvement of standard usage and pronunciation. For these reasons, the emphasis of this program is on presenting the students with more opportunities for oral language experience.

USE OF THE GUIDE

Organization

The guide is in three parts:

Part One, "The Languages You Speak," consists of three lessons to motivate students and to teach them certain concepts of language. Tapes and copies of the tape script accompany each lesson.

Part Two, consists of basic lessons, follow-up drills to lessons, and related taped drills to help Mexican-American students overcome their reluctance to speak and to provide remedial instruction for speech problems caused by their Spanish-language background.

Part Three is an appendix, consisting of a pronunciation chart and bibliography.

Types of Lessons

Three types of lessons meet the students' most obvious language needs. First, pronunciation lessons will give students an opportunity, through drill and repetition, to practice sounds which give them difficulty. Second, usage lessons offer a "nongrammatical" approach to language, which emphasizes hearing and using standard constructions. Third, oral emphasis lessons give students an opportunity to express themselves more completely. These lessons are keyed somewhat to the units in the English course of study. Also, there are supplementary pronunciation lessons emphasizing the conventional sounds. These may not be needed for the entire class, but may be used for particular students, as necessary. Some lessons and follow-up activities have accompanying student worksheets under separate cover.

Implementing the Program

Teaching standard oral English is an integral part of the English program. The emphasis is to help students **speak** standard English. Standard oral English lessons do not develop grammatical concepts or reading skills; the program assumes that other essential concepts and skills have been developed or are being developed concurrently.

To be successful, the program must provide students with daily practice. Each lesson consists of one basic lesson and follow-up activities. Either of two schedules can be followed in presenting the program: the basic lessons can be presented in one period, followed by follow-up (ten to fifteen minutes each) presented on separate days; or the basic lesson can be presented in two periods (twenty-five minutes each), followed by three follow-up drills (ten to fifteen minutes each) presented on separate days.

Classes vary in the kinds and amount of instruction needed; a diagnosis will determine which lessons should be emphasized and which lessons need not be emphasized. Before beginning the program, the teacher should diagnose the students' oral language. The program has been developed on the basis of a **general** diagnosis of the oral language of Mexican-American students. (See "Characteristic Nonstandard Usage and Pronunciation Forms," following.)

The following are some procedures for classroom diagnosis:

1. Listen to the speech of students to determine the frequency of the use of nonstandard terms, as listed under oral language characteristics.
2. Tape record speech by students and compare their pronunciation and usage with the appropriate list under oral language characteristics.
3. Contrast samples of students' writing with the appropriate list under oral language characteristics. Often, nonstandard oral language items (especially usage items) are reflected in the students' written work.

CHARACTERISTIC NONSTANDARD USAGE AND PRONUNCIATION FORMS

The following are some of the nonstandard usage and pronunciation forms most commonly used by many Mexican-American students:

Usage

1. Use of the double negative
   e.g.: I don't see nobody.
2. Use of double comparison
   e.g.: My brother is more taller.
3. Confusion of past tense and past participle
   e.g.: He should have went.
4. Consistent misuse of third person singular, present tense
   e.g.: He come to school late.
5. Use of the double subject
   e.g.: My father he is home.
6. Adding an unnecessary **s** to possessive form
   e.g.: He took mines and his.
7. Adding an unnecessary **s** to plural forms
   e.g.: The mens came to work on time this week.

Pronunciation

1. Mispronunciation of final **ed**
   e.g.: talk–ed, jumpt–ed
2. Failure to pronounce final endings
   e.g.: jumpin', firs'
3. Accenting of words on the wrong syllable
   e.g.: perfec'ly, pos' office
4. Difficulty with English sounds, as represented in the following examples

a. mees	for	miss
b. brauther	for	brother
c. share	for	chair
d. rread	for	read
e. Espanish	for	Spanish
f. bery	for	very
g. verry	for	berry
h. rize	for	rice
i. cahp	for	cap

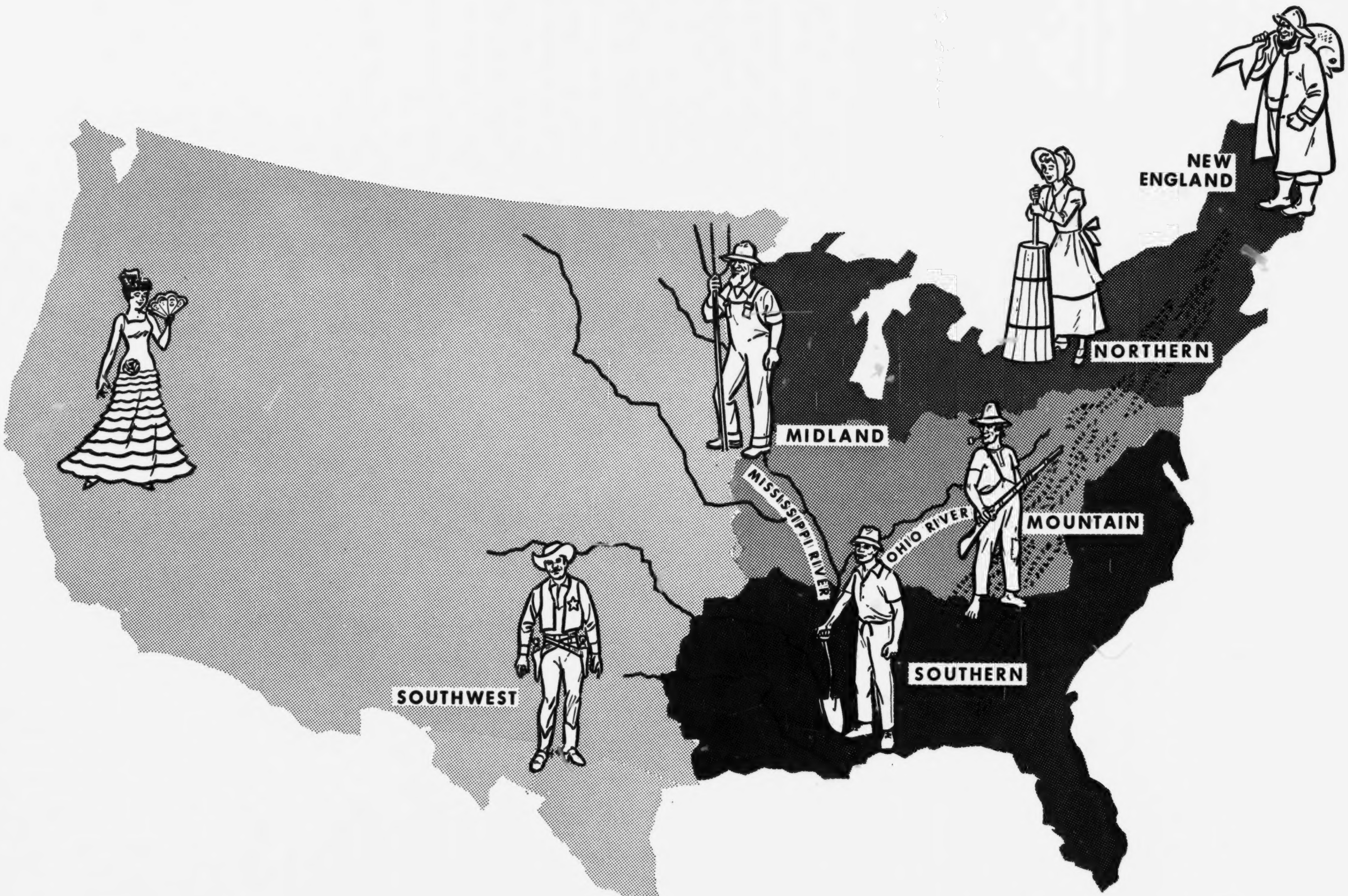
5. Use of a combination of English and Spanish
   e.g.: marketa, watcho

GENERAL TEACHING SUGGESTIONS

The following suggestions should prove helpful to the teacher when presenting standard oral English to Mexican-American students. Specific suggestions are included in Part Two of the guide.

1. Don't make value judgments of students' language as "not as good as" or "substandard" or "incorrect." Instead, accept the students' language, acknowledging that it is the language they use with their friends and with their families; then, concentrate on having the students recognize the situations where standard oral English is more **appropriate** and effective. In other words, recognize that each language system is effective in appropriate situations.
2. Constantly refer to the practical and vocational advantages of speaking standard English. For example, point out to students the relationship between standard oral English and better-paying jobs. Have students list their vocational choices; then, show them the importance of standard oral English in their vocational choices.
3. Concentrate on encouraging the students and building their self-confidence. Always reinforce student accomplishment with praise and approval.
4. Teach standard oral English **as it is spoken**. Concentrate on gross deviations, not fine grammatical points. For example, don't concern yourself with the use of "whom" or the pronunciation of "mischievous"; rather, concentrate on those deviations in the list of language characteristics for each group.
5. Give students many opportunities to practice oral language skills during regular English lessons.
6. Avoid using the words "right" and "wrong" when correcting students; instead, use the terms "standard" and "nonstandard."
7. Avoid emphasizing grammatical terms during standard oral English lessons. Instead, concentrate on the pattern. For example, when illustrating standard subject-verb agreement, identify the **exact** cause of disagreement (i.e., third person singular, present tense) and give students examples of the standard pattern. Many of the lessons refer to items in grammatical terms. These can be used advantageously without undue emphasis.
8. Have students evaluate each other's speech during standard oral English lessons. The speaker should first be given opportunity to evaluate his own speech. The emphasis in evaluation should be positive; that is, students should emphasize how well they are doing. Use recordings of students' speech for evaluation.
9. During each lesson, always reinforce what has been learned in previous lessons.
10. When a tape is used during a lesson, give students an opportunity to hear the tape again in small groups. The tapes may be used independently **after** the teacher has presented them.
11. During English lessons, have students read paragraphs and drill sentences of examples as a group (choral reading). This procedure gives each student an opportunity to practice; also, students have the "protection" of the group and are less likely to be self-conscious.
12. When working on patterns, encourage students to write patterns that can be used for drills. For example, if a usage pattern involves a verb tense (i.e., third person present perfect of **to do**) have students write patterns that can be used in drill lessons.
13. If possible, arrange the furniture in the room so that students face each other. This facilitates speech, conversation, and discussion **between** students.

14. Occasionally, permit students to work in pairs. They can help each other, especially with pronunciation. Each can listen to the other to determine how closely each conforms to standard English.
15. Direct students to keep a language notebook, including summaries of lessons, important language concepts, language items which cause particular difficulty, and corrected written drills. Always have students correct their own work.
16. The tape recorder can be used in many ways to help students acquire standard oral English skills. For example, record short stories, interesting prose passages, news articles, etc., and have students listen with earphones to the recordings. The use of earphones concentrates auditory attention. These students need **many** listening experiences with standard oral English, along with the lessons. The tape recorder also can be used frequently by small groups of students to record their speech and to play back the recordings for criticism and evaluation.
17. Frequently read to students, and play recordings of dramatizations. Have the students listen for both **content** and **language** items.
18. Do not emphasize letter grades in the standard oral English program. Instead, use verbal encouragement as a means of rewarding students. A wide range of pronunciation is acceptable as standard. Concentrate on usage items because the range is not great; also, stress that standard usage is of primary importance in academic and vocational success.
19. Engage students in conversation as they come into the room. Seek out the students and make yourself available to them for these conversations.
20. Always encourage students as they speak to use complete sentences. Wait for them to finish; do not supply sentence endings for them if they hesitate.
21. Give students opportunities to practice speaking in small groups or in pairs. Avoid requiring them to speak in front of the class, whenever possible.
22. Early in the semester, let students become familiar with the tape recorder in an informal manner. Their fascination with the machine often will precipitate conversation. Encourage the training of monitors.
23. Try to take a positive approach in the evaluation of students. Often, students, when they hear themselves on a tape recording, are their own best judges. Let students take the initiative in criticizing themselves.
24. Try to give each student a speaking opportunity in which he can succeed. This is an effective means of building self-confidence.
25. Try to select topics which relate to the students' interests and experiences.
26. Familiarize yourself with the cultural background of the Mexican-American students.
27. Invite members of the Mexican-American community who have achieved positions of success and prominence to speak to the class on the importance which standard English had for them in reaching their vocational goals.


NEW ENGLAND
NORTHERN
MIDLAND
MOUNTAIN
MISSISSIPPI RIVER
OHIO RIVER
SOUTHERN
SOUTHWEST

MAJOR DIALECT AREAS OF THE UNITED STATES

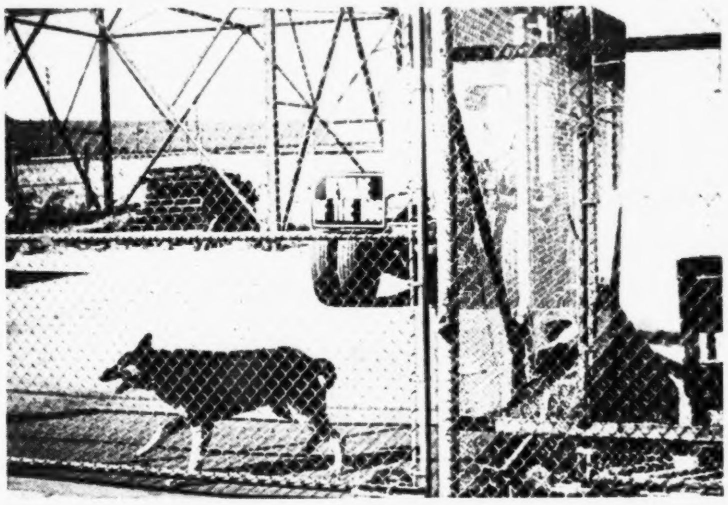
Part One

MOTIVATION

Excerpts From The Filmstrip
"The Languages You Speak"

San Bernardino
Santa Ana Fwys
Mobil

Picture No. 1



Picture No. 7

Picture No. 9

LESSON 1

THE LANGUAGES YOU SPEAK, PART I

OBJECTIVES: Students will understand and be able to express the concept that communication is a means of expressing ideas, feelings, and emotions.

Students will understand and be able to express the concept that language is one of many means of communication.

Students will understand and be able to express the concept that spoken language is called oral language.

MATERIALS: Tape M1, "The Languages You Speak," Part I

Script, "The Languages You Speak," Part I (Duplicate.)

Filmstrip, ''The Languages You Speak," Part I (No. 1 to No. 15)

Filmstrip Projector

PROCEDURE:

Introduction

Establish with class the criteria of a good listening situation. List suggestions on the chalkboard; quiet, attentive, makes notes of points not clear or missed.

Write on board the three concepts to be covered in this lesson. (See Objectives.) Students should be encouraged to start a language section in their notebooks. These three concepts could be the beginning of that section.

Class should now be ready to listen to "The Languages You Speak," Part I.

1. **Play tape "The Languages You Speak," Part I.** The tape begins, "Language, what is it? . . . ." Be sure you have a projector set up with slides essential to this lesson.
2. Stop tape recorder in places marked in the script by a series of asterisks, and use the slides in their numbered order at the places indicated.
3. Lead students in an evaluation of the material presented.
4. Upon completion of the tape, reinforce the objectives through class discussion.

FOLLOW–UP

I. Direct students to re-read the script, noting carefully important words and listing them; for example,

communication, language, conversation, eavesdrop, interpretation

Direct students to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.

II. Ask students to seek out a photograph, drawing, or any visual aid that communicates a feeling or emotion to the observer.

Have students organize a short oral presentation that expresses what they sense or feel regarding their picture. Have students explain also what in the picture evokes this feeling or reaction.

III. Have students list the traffic signals or signs they encounter regularly on the way to school.

Have students discuss the actions to be taken by either a pedestrian or a driver upon seeing these signs.

Have students list all types of warning signs that are generally encountered.

Discuss the purposes of the various warning signs.

Have students list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.

Lead a general discussion of these signs or symbols.

IV. Direct students to list a variety of animals and establish what words describe the way each animal communicates; for example,

horse – **whinny**; donkey – **bray**; dog – **bark**

Encourage a general discussion of why animals communicate. Motivate students to relate personal observation of animal communication through either sounds or action.

THE LANGUAGES YOU SPEAK, PART I

BOY: Language, what is it?

TEACHER: It is a means of communication.

GIRL: What's communication?

TEACHER: Communication is a way of expressing ideas.

BOY: Only ideas?

TEACHER: No, emotions or feelings too.

GIRL: Well, don't all animals do that?

TEACHER: Yes, it is believed all living creatures have a way of communicating.

*(Different animal sounds – lion, apes, rooster, horse, bird, cow)

BOY: What are they saying?

GIRL: The lion sounded hungry – or maybe it was angry – or perhaps he was calling his girlfriend.

BOY: (Wolf whistle)

GIRL: Don't be silly, that's a different kind of wolf. Besides there wasn't a wolf; it was a lion.

TEACHER: Come on now, let's get back to communication and language. It is probably true that all these animals were communicating. We may not understand what they roar, bark, whinny, shriek, or whistle, but another member of their group does. We do know that they watch, sound alarm, have mating calls, announce their hunger, and so on and on. They are expressing their minds and their feelings.

BOY: Yes, but people do that too.

GIRL: Yes, but we use words.

TEACHER: Not always. Tell me what I'm saying.
Huh, huh (yes)
Huh, huh, (no)
Huh? (question)
Hum (doubt)

* * * * * * * * * * *

(Stop recorder for interpretation.)

TEACHER: Let me prove the point further. See that couple over there––the one where the man's engrossed in reading the sports' page and his wife seems to be browsing through the rest of the paper––

BOY AND GIRL: Huh, huh.

TEACHER: Let's eavesdrop on their conversation.

Wife: I see by the paper there are over three billion people in the world today. Imagine how many different languages they must speak.

Husband: Humm.

Wife: Listen to this. It says here that there are more families of languages among the American Indians than in all of Europe and the Near East.

Husband: Uh.

Wife: Well, everyone knows Indians don't talk. They just grunt.

Husband: Uh–uh.

Wife: Are you listening? Well, are you?

Husband: (Now puts down his paper.) Hmm?

Wife: Are you listening?

Husband: Huh, huh.

Wife: Grunt!

Husband: Uh!

Wife: But say something. What do you think?

Husband: U–u–u–u–uh – Some people talk. Some people grunt.

GIRL: She certainly understood him.

BOY: And he didn't say a word.

TEACHER: That's right – In this world we live in, the people who live in it have many ways of communicating many ideas.

*(A variety of sound effects: police siren, air raid siren, telephone bells, railroad crossing wig–wag, automobile horn, radio code communication, clock striking)

* * * * * * * * * *

(Stop recorder for interpretation.)

TEACHER: We also have these ways of communicating our ideas and feelings. Listen, see if you can identify the message each of these is trying to put over.

*(A variety of musical interpretations: fanfare, sinister, Christmas, funeral, circus, teen–age)

BOY: Anybody want to dance?

GIRL: Oh, keep quiet!

TEACHER: We could go on listing and hearing all the sounds we have developed for communicating our ideas or feelings besides grunts and sounds such as: sirens, bells and horns, or the various types of music, but unfortunately we don't have time.

BOY: It's true not all of our communication is through sounds; we have also developed symbols, such as writing.

GIRL: That's right, writing is actually a series of symbols for the sounds we make.

TEACHER: Think of all the symbols you see every day that tell you what to do. Take a look at these. They should refresh your memories.

* * * * * * * * * *

(Stop recorder.)

*(Teacher shows filmstrip pictures, (No. 1 to No. 9) of stop signals, R.R. crossing, exit, entrance, caution, etc., and asks class to explain the action that is expected.)

BOY: Each of the pictures expressed a very important idea. You should have received a message from each of the word symbols.

GIRL: Yes, and a person who couldn't read could have received the message by the shape of the sign or its color.

TEACHER: Which means that we also use shape or color to communicate ideas.

BOY: Stop is red, and go is green.

TEACHER: That's very correct. Man has used color and shape to communicate his ideas and feelings for a long time. Have you ever seen pictures of the old cave paintings?

GIRL: Sure––man uses paintings and pictures to put over his ideas and feelings.

TEACHER: Very good. Here let's look at these, for example. Now, be ready to explain the feelings or ideas the painters had in mind.

*(Teacher shows filmstrip pictures, (No. 10 to No. 15) of card drawings, impressionistic painting, calendar art, cartoon, abstract and photograph of dramatic action and asks class to explain the idea or feeling conveyed by the artist.)

BOY: In paintings it is not always easy to get the message the painter is trying to communicate.

GIRL: That's true, but if we react to the picture, he's communicated something.

TEACHER: You're both quite right--but let's go on with communication. What other ways do we use to communicate our feelings or ideas?

BOY: Hmm, well, flags--as they used in the Navy.

GIRL: Well, even our own flag is a symbol.

TEACHER: Yes, what else?

BOY: Applause.

GIRL: A traffic cop giving hand signals.

BOY: A referee at a game.

GIRL: A conductor before an orchestra.

BOY: How about talking?

TEACHER: Of course, that is the most common. Listen to all these situations involving talking that we encounter every day. Let's see if you can identify the situation.

1. (Children playing, laughing, shouting, talking)
2. (A portion of Lincoln's Gettysburg Address)

   ......We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do it.

3. (Voices on the telephone)

   --Number please
   --345-6789
   --Thank you
   --The line is busy. Would you like me to ring again?
   --Yes, keep trying, please.
   --Thank you. Hold the line. (Pause)
   The line is clear. Here is your party.

4. (Advertisement)

   --Rinky Dink, Rinky Dink, Rinky Dink is good.
   Rinky Dink, Rinky Dink, is great.
   Rinky Dink, Rinky Dink, is cool.
   Rinky Dink, Rinky Dink, is blue.
   And blue is the color of my true love's drink.
   Have you had the great blue drink--
   Rinky Dink?

5. (A Negro boy asking for a date)

   --Hey, baby, how 'bout making it to the gig wit me tonight? I know it'll be swingin' 'cause that's what's happening. It's going to be a grove. You dig? I'll bust by your pad in my short and we can split 'bout 8:00.

6. ("As You Like It." Act II, Scene I)

   Jacques:

   All the world's a stage and all the men and women merely players;
   They have their exits and their entrances;
   And one man in his time plays many parts,
   His acts being seven ages.
   At first the infant, mewling and puking in the nurse's arms;

And then the whining school–boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then a lover.

TEACHER: O.K. Let's have a quick review.
GIRL: Language is a means of communication.
BOY: Communication is a way of expressing our ideas and feelings.
GIRL: And there are many kinds of communication.
BOY: Huh, huh, we can grunt.
GIRL: And talk, whistle, applaud.
BOY: How about bells and horns, flags and signs.
GIRL: Music and paintings.
BOY: Photographs.
GIRL: Talking
TEACHER: O.K. O.K. That's enough for now.

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(End of "Languages You Speak," Part I)

LESSON 2

THE LANGUAGES YOU SPEAK, PART II

OBJECTIVES:	Students will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation; and history and geography. Students will understand and be able to express the concept that many languages have contributed words and terms to our language.
MATERIALS:	Tape M2, "The Languages You Speak," Part II Script, "The Languages You Speak," Part II (Duplicate.)

PROCEDURE:

Introduction

Have students list all the things they know that determine how a person speaks. Have students share their findings with class, and list them on the chalkboard as students volunteer them. Lead a brief discussion on the causes for these differences in ways of speaking, giving special emphasis to employment, sex, national origin, age, occasion or situation, history, and geography.

1. Review with students objectives learned from the previous lesson.
2. Review with students good listening techniques.
3. **Play tape "The Languages You Speak," Part II.** The tape begins, "Before we get involved . . . ."
4. Stop the tape recorder at the place marked in the script by a series of asterisks and discuss with students the reason for this form of oral English.
5. Upon completion of the tape playing, reinforce the objectives through class discussion.

FOLLOW—UP

I. Direct students to write their own dialogue or monologue that would illustrate one of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origin of the speakers
4. Age of the speakers

Tape various students reading their scripts.

II. Have students bring a picture from a newspaper or magazine to class.

Direct students to write a dialogue of what they think the people in the picture might be saying. Encourage students to try accents. Impress on the students that the dialogue must reflect the job, age, sex, and national origin of the people.

III. Direct students to make up lists of words of foreign origin that are commonly used in English.

Have various students look up the meanings of the words which are new to some members of the class. (The teacher should have a prepared list in anticipation of how difficult it is to recall without previous preparation.)

IV. Ask students to discuss differences of names for the same object with members of their family. Have them make a list and bring it to class; for example, couch, sofa, divan.

Write on the chalkboard "Students' contributions." (Be prepared to add some of your own.)

With the aid of a map, point out where these differences are found.

Have students list objects or actions that have more than one name; for example, film, movie, show cinema, motion picture.

THE LANGUAGES YOU SPEAK, PART II

TEACHER: Before we get involved further in our study of languages--what it is and what it does--. let's review what we learned last lesson.

BOY: One. Language is a means of communication.
Two. Communication is a way of expressing ideas, feelings, or emotions.

GIRL: Remember the lion, the wolf?

BOY: *(A long wolf whistle)

TEACHER: Stop that!

GIRL: And three. Man has many ways of expressing his ideas, feelings, and emotions.

BOY: Yes, for example, sirens and bells; signs; symbols; photographs; pictures; writing and music.

GIRL: Spoken language--or oral language--is the most common means of communication.

TEACHER: Very good. You should be able to recall: Lincoln's Gettysburg Address.

BOY: Rinky Dink (giggle)--well, you know what I mean--advertisement.

GIRL: And that guy asking for a date.

BOY: The actor.

GIRL: The voice on the telephone.
(Mimic) What number are you calling?

TEACHER: Very good. You have good memories. I'm sure you are keeping in mind that all these people communicated their ideas or feeling through oral English--spoken language, that is.

BOY: However we don't understand all the English that is spoken--unless we are in the know. Here, for example--listen to this, and see if you understand it.

DOCTOR: Alimentation is taken into the mouth which is the beginning of the alimentary canal a musculomembranous tube about nine meters long, extending from the mouth to the distal orifice, and lined throughout its entire extent by mucous membrane. The process receives different names in the various parts of its course; at its commencement is the mouth, where the provision is made for the mechanical division of the food, this is mastication, and for its admixture with fluid. . . . .

BOY: For those of you who aren't in the know, that's a doctor telling you in his language what happens to food after you chew it.

TEACHER: Here's one I'm sure the girls will understand.

FASHION REPORTER: It is to be understood that the new Britannic couturiers do not fulfill our expectations and it is, as usual, the Gallic contingent that is controlling both ends of this season's gowns. That is to say, the elevation of the decolletage, as well as the line that either covers or exposes the patella. . However, the new textiles, especially the synthetics by DuPont, are taking over the industry, for they guarantee a new relaxed attitude toward laundering. Balenciaga, and the House of Fath, as well as Givenchy, have used these new textiles in their summer lines . . . . . .

GIRL: I'm with her--I hate to wash clothes--and I think that skirts ought to be short.

BOY: So that's what she was talking about--women's clothes.

TEACHER: That's right. Now try this one.

MECHANIC: I'll tell you what's wrong Mister Smith. Your poppet valve is sticking in the valve seat, causing your tappets to knock--Understand? If you don't get it repaired, the whole upper head of your engine will burn out, including the entire valve train and your cylinder heads. Understand? In addition, this condition is causing the cam timing to be off, creating pre-ignition in the manifold, and furthermore. . . .

GIRL: He isn't communicating with me, but I suppose it's because he was speaking the language necessary for his job. Isn't it interesting that each job or profession has its own language?

TEACHER: Very interesting--Now try this one.

MUSICIAN: Say Baby, that cat was really cookin'! Really! He's blowing' some sounds that are out of sight! Did you dig on the way he was souling'? I ain't heard riffs like that since Pres or Bird were making' it. That cat's saying' a whole lot.

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(Stop tape recorder and identify.)

TEACHER: Do you think you could guess who this is?

ASTRONAUT: . . . . looking machine.
The clam shells are on. The short clam shell, but they are open wide. Evidently the bolts are blown and we will pick up now that voice communication between Hawaii and Gemini IX.
Go ahead Gemini IX.
Gemini IX, all right.

GIRL: Sounds like an astronaut.

TEACHER: I figured you'd guess that one. Yes, it is one of our astronauts. Now, it should be clear that each job has its own language. Well, so we conclude that the thing you do for a living determines the language you speak.

BOY; Are there other things that determine language?

TEACHER: Sex does.

GIRL: What?

TEACHER: I mean whether you are male or female. Men don't speak like women, nor do women speak like men.

GIRL: That's true--I wouldn't use the same sort of words that boys use.

TEACHER: Well, the difference is more than just the strong words. It's the kind of word, and how they use them. Suppose a man did speak like a woman, he might sound like this:

MAN: Would you believe it, on the way to work I passed by Brooks and Sons, and what do you think I saw? I could have died. It was the cutest looking shirt and tie combination. The shirt had the most marvelous looking stripes; they were black on this heavenly blue background and the tie was just out of this world; it had the heavenly blue of the shirt but just the tiniest-teeniest little black design. It was just too much, so I just scooted in and bought it. I'm already regretting it because I saw that awful George wearing a very similar thing. Oh, I could just scratch his eyes out.

BOY: I get it--there are certain words that a woman uses in a special way.

TEACHER: Right. What else do you think determines language?

GIRL: Well, age does. Little kids don't speak like adults.

TEACHER: Very true. Now wouldn't it be silly if--let us say--a college professor spoke like a little kid, and little kid spoke like a professor?

PROFESSOR: Hey little girl, watchoo doin'?

SUSIE: My dear sir, I am reading Carlyle's tome on the French Revolution.

PROFESSOR: The French Revolution? Does it have any pitchers?

SUZIE: Only those pictures you can visualize in your mind. For some of the concepts stated within this volume are too elusive to illustrate through any artist's media.

PROFESSOR: Gee whiz, what's a book without pitchers?

SUZIE: It is regrettable that your perceptual ability is so limited that you cannot conceive a visual image. However, my good man, because of your maturity, I feel it might be possible to discuss with you some of the various social, political, economic groups of the septemdecillion and octodecillion centuries.

PROFESSOR: All right, but talk slow, 'cause I gotta think.

SUSIE: Shall we first consider the theories proferred by Rousseau in the *Social Contract?*

PROFESSOR: Yeah, that sounds real good.

TEACHER: We certainly can conclude from this, that age also determines the way you speak.

BOY: What else determines the way people speak?

TEACHER: Where they come from?

GIRL: You mean they might have an accent or something like that because they learned English as a second or third language?

PERSON #1: You are quite right young lady. I don't speak English like most Americans because I have just recently come from *Puerto Rico.*

PERSONS #2, #3, #4, #5: I don't speak English like most Americans because I have just recently come from *Germany (Columbia, Europe, Bulgaria, Iran).*

TEACHER: Accents are very common in our country, for people from all over the world have come to make this their home.

BOY: So far, we've learned that your job, your sex, your place of origin, and your age determine what language you will speak.

GIRL: Goodness, what else?

TEACHER: The occasion or the situation.

BOY: You mean that there are times that I speak one way, and at other times another way?

TEACHER: Yes, listen to these two situations involving the same person.

NARRATOR: In the front office, Charles Jones is greeted this way after returning from a business trip.

PERSON #1: Hi Chuck, what's new? How was New York?

PERSON #2: Did you get yourself lined-up with that chick I told you about?

PERSON #3: You must've had a good time; you look terrible.

CHARLES: I had a ball. Wait until the old man sees the tab.

(Pause)

NARRATOR: Now let us see the same Charles Jones in the boss's office making his report.

BOSS: Good morning, Charles. We trust your trip to New York was most successful. Your appearance reflects nothing but accomplishment. Sit down, please.

CHARLES : Thank you, sir. I brought along my expense account.

BOSS: Just leave it with the cashier on the way out. Now let's get to the report.

BOY: In other words, the language you speak is greatly determined by whom you are speaking to?

GIRL: Is there anything else that determines the way you speak? So far we've learned that your job, your sex, your age, where you come from, and the situation or occasion.

TEACHER: History. Now listen to this, for this particularly affects us in California. Large sections of our country were once parts of other nations, and English didn't become the first language until rather recently. For example, in Louisiana, French is widely spoken because it once was a French possession. It wasn't until 1804 that Louisiana became part of the United States. In Texas, New Mexico, Arizona, California, and even Southern Kansas, Spanish is widely spoken because all this great area at one time belonged to Spain or Mexico. Do you know there are approximately three and a half million Spanish–speaking people in our country?

BOY: There are other groups that have formed large colonies in our country because they found areas which were exactly like those in their home countries.

TEACHER: Right. Well give us some for instances.

BOY: Well, Swedish and other Scandinavians in Minnesota. The Portuguese along the New England coast and in many places on the West Coast. The Italians in those areas where grapes can be grown for wine, or in those areas where they can fish. Germans in the vast farming areas of the Great Plains. Other groups settled in some large cities because they felt there was more opportunity there.

GIRL: Oh yes, like the Chinese in San Francisco.

BOY: The Puerto Ricans in New York.

GIRL: And the Irish in Boston.

TEACHER: Yes, there are many places throughout our country where we will find large groups of non-English speaking people. Yet, these people are all part of this country. As we said, for reasons in our history, these people settled in these areas and contributed to our way of life and our language.

GIRL: But how do they contribute to our language if they don't speak English?

TEACHER: Very simple. Do you know these Spanish words in our language: patio, lasso, rodeo, adobe, coyote, chili, avocado, plaza, corral, bonanza, mustang?

BOY: Here are some French ones: coupé, fiancé, valet, cafe, premier, depot, picayune, and boulevard.

GIRL: I have some––these are all Italian: spumoni, minestrone, pizza, macaroni, spaghetti.

BOY: I'll have some of each.

GIRL: Funny!

TEACHER: Here are some German ones: hamburger, pretzel, frankfurter, delicatessen, lager beer, kindergarten, dumb.

BOY: How about some Yiddish ones: kibitzer, phooey, schnozzel, schmalz, shmo.

GIRL: The Chinese gave us: chow mein, kowtow, tea.

BOY: This is all very interesting, but some English doesn't have accents, but it's different.

TEACHER: You mean like an Englishman's English is different from an American's English?

BOY: Well, yes, sort've. For example, we might give directions like this: Lookit, Jack, when you get off the streetcar, get off the pavement, and get on the sidewalk, go two blocks, turn right, there's a drugstore on the corner, take the elevator down to the garage. You can't miss it.

MAN: But an Englishman might say it this way:

ENGLISHMAN: All right. You mean, when I get off the tram, I get off the road, get on the pavement, take the second turning to the right, there's a chemist's shop on the corner, I take the lift down to the garage. What do you mean, I can't miss it?

GIRL: Here in our country we have people who'll do the same thing with the language but in a different way.

TEACHER: You are talking about dialect. Dialect is a variety or a different way of speaking English. We have many varieties of dialect. There are: New England, Midland, Southwest, Southern, Negro, Brooklyn. In some, the difference is in pronunciation of words. For example, in the East they say *interesting*, in the Mid West they say *interestin'*, in the Far West they say *intresting*.

BOY: Yeah, we say radio, but in other parts of the country rah-dee-o, and for radiator they'll say rah-dee-ay-tor.

GIRL: How about *oil* and *erl*, *goil* and *girl*?

BOY: *Vigor* and *vigah.*

TEACHER: In some, the difference is in a complete use of the word. In the West, we say hotcakes, out in other parts of the country we'll hear pancake, johnny cake, or griddle cake.

GIRL: We say dragon fly; elsewhere it is darning needle, snake feeder, mosquito hawk.

TEACHER: When you eat chicken do you find a wishbone?

BOY: No, a pulley–bone.

GIRL: Do you fish in a *creek*?

TEACHER: No, I fish in a *brook*

BOY: And I in a *run*.

TEACHER: However, I prefer the *branch*.

GIRL: Oh, please, let's stop here. You've given me too much to learn already.

BOY: Yes, we have talked about all those things that determine how we speak: our job, our sex, our place of origin, our age, the occasion or the situation, history, where we settle and live.

GIRL: We also learned that each major group that settled in certain areas made contributions to one language, with words such as plaza, corral, mustang, spaghetti, hamburger, kibbitz, coupé, and boulevard.

BOY: We also learned that not everybody speaks the same way.

GIRL: Yes, some people have what is known as a dialect.

BOY: And dialect is a variety, or a different way, of speaking English.

TEACHER: Let's talk more about this next time.

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(End of "Languages You Speak," Part II)

LESSON 3

THE LANGUAGES YOU SPEAK, PART III

OBJECTIVES: Students will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.

Students will understand and be able to express the concept that dialects are acceptable and effective means of communication.

Students will understand and be able to express the concept that standard English is the English most often used by most persons when it is necessary to communicate with other persons.

Students will understand and be able to express the concept that the way people speak reflects their background.

MATERIALS: Tape M3

Script, "The Languages You Speak," Part III (Duplicate.)

Display Map, "Major Dialect Areas of the United States"

Slide projector

PROCEDURE:

Introduction

Ask class members if they can tell the difference between an accent and a dialect. Have students determine what causes accent. Have students make a list of American dialects they know. Have members of the class who are able to mimic dialects do so; for example, Brooklynese, Pennsylvania Dutch, Texan.

(A definition of **dialect** is given in the Objectives of this lesson.)

1. Review with students all previous objectives. Students may refer to their script.
2. **Play tape "The Languages You Speak," Part III**. The tape begins, "Now let me check on you. . . ."
3. Stop tape recorder in places marked in the script by series of asterisks. Be sure to have projector set up with appropriate slide.
4. Discuss the meaning of these words, as related to the Objectives of the lesson.
    1. dialect
    2. isolation
    3. mannerisms
    4. crossroads
    5. pitch
    6. metaphoric
5. Direct students to use the above words in sentences.
6. Review the students' sentences with the class.
7. Upon completion of the tape playing, reinforce the following important concepts:
    1. Dialectal language is acceptable, but it is important to be able to communicate in standard English.
    2. The way in which you communicate tells who and what you are.
8. Review with the class situations that students agree would require standard English.
9. Preview the semester's work with the class.

FOLLOW–UP

I. On a map of the United States, have students indicate areas where there are dialectal differences.

Ask pupils to determine what caused these differences.

Have students then list literary selections or stories they know that may have come from these areas.

(The teacher should be prepared to offer titles for the various areas. See following Supplement for Lesson 3.)

II. Direct students, as part of a library lesson, to select a book from a specific dialectal area.

Have students copy passages in which dialect is used.

Record students' readings of these passages.

Play back the recordings for evaluation by the class members.

III. Have students who have a dialect pair–off and write up a situation dialogue––first in dialect; then in standard English.

Record both presentations.

Have the class compare, analyze, and evaluate the presentations in terms of which language was more acceptable in the specific situation.

IV. Pair–off students and show them a series of photographs from the newspapers or news magazines. Have them role play the conversation they feel might be taking place.

Record some of these role playing situations and play back the recordings for class evaluation.

SUPPLEMENT

Malmstrom, Jean and Ashley, Annabel "Literary Selections Illustrating American Dialects," *Dialects U.S.A.* Champaign, Illinois. National Council of Teachers of English, 1963, pp. 55–58.

POEMS

Benet, Stephen Vincent	"The Mountain Whippoorwill" (Georgia)
Dunbar, Paul L.	"The Turning of the Babies in the Bed", "A Coquette Conquered" (Uneducated Southern Negro)
Field, Eugene	"Seein' Things" and others (Midwest)
Frost, Robert	"Death of the Hired Man" and other dialogues and monologues (New England)
Furman, Lucy	"Ballad of Kents and Fallons" (Kentucky Mountains)
Helton, Roy	"Old Christmas Morning", "Lonesome Water" (Kentucky Mountains)
Lanier, Sidney	"Thar's More in the Man Than Thar Is in the Land" and others (Middle Georgia)
Lowell, James Russell	*Biglow Papers* (Boston Yankee)
Ridley, James Whitcomb	"When the Frost Is on the Punkin", "Watermelon Time", "The Little Town of Tailholt", "The Ole Swimmin' Hole" (Indiana)

SHORT STORIES

Benet, Stephen Vicent	*Thirteen O'clock* (Georgia)
Cable, George Washington	*Old Creole Days* (New Orleans)
Cather, Willa	*Obscure Destinies* (Nebraska)
Dunne, Finley Peter	*Mr. Dooley in Peace and War, Mr. Dooley's Philosophy, Mr. Dooley Says, Mr. Dooley on Making a Will,* and others (Chicago Irish)
Freeman, Mary Wilkins	*A Humble Romance and Other Stories, A New England Nun and Other Stories, People of Our Neighborhood* (New England)
Garland, Hamlin	*Under the Lion's Paw* (Midwest)
Harris, George Washington	*Sut Lovingood Yarns* (Tennessee)
Harris, Joel Chandler	*Uncle Remus: His Songs and His Sayings, Nights With Uncle Remus, Mingo and Other Sketches in Black and White, Free Joe and Other Georgian Sketches* (Middle Georgia)
Jewett, Sarah Orne	*Country of the Pointed Firs and Other Stories* (New England)

Kober, Arthur	*Ooo, What You Said!, Pardon Me for Pointing, My Dear Bella, That Man Is Here Again, Bella, Bella Kissed a Fella* (New York City Yiddish)
Murfree, Mary Noailles	("Charles Egbert Craddock"). *In the Tennessee Mountains* (East Tennessee)
Page, Thomas Nelson	*In Ole Virginia* (Negro of the Virginia Plantation)
Runyon, Damon	*More Guys and Dolls* (New York City)
Singmaster, Elsie	"The Belsnickel" (Pennsylvania Dutch)
Stuart, Jesse	"Uncle Jeff", *Head o' W-Hollow*, "Another April", *Tales from the Plum Grove Hills* (Kentucky)

Note: *American Book Collector*, September, 1958, issue, is devoted to Jesse Stuart and contains full bibliographical data for 260 short stories by Stuart.

Townsend, Edward	"Chimmie Fadden", *Major Max and Other Stories, Chimmie Fadden Explains, Major Max Expounds* (New York City)
Twain, Mark	"The Celebrated Jumping Frog of Calaveras County," "Baker's Blue-Jay Yarn" (Far West)
West, Jessamyn	"The Battle of Finney's Ford" (Quakers)

NOVELS

Cable, George Washington	*The Grandissimes, Madame Delphine* (New Orleans)
Cather, Willa	*O Pioneers!, My Antonia* (Nebraska)
Eggleston, Edward	*The Circuit Rider* (Southern Indiana)
Haun, Mildred	*That Hawk's Done Gone* (East Tennessee)
Murfree, Mary Noailles	("Charles Egbert Craddock"). *The Prophet of the Great Smoky Mountains* (East Tennessee)
Page, Thomas Nelson	*Red Rock* (Negro of the Virginia Plantation)
Perry, George Sessions	*Hold Autumn in Your Hand* (Texas)
Rawlings, Marjorie Kinnan	*The Yearling* (Northern Florida)
Simms, William Gilmore	*Guy Rivers, Richard Hurdis, The Border Beagles* (Old Southwest Frontier) *The Partisan, Mellichamp, Katharine Walton, Woodcraft, The Forayers* (South Carolina)
Smith, Seba	*My Thirty Years Out of the Senate, Life and Writings of Jack Downing* (Maine)
Twain, Mark	*Roughing It* (Far West) *Huckleberry Finn* (Mississippi River)

PLAYS

Bradford, Roark	*John Henry* (Louisiana, Mississippi)
Greene, Patterson	*Papa Is All* (Pennsylvania Dutch Region)
Kober, Arthur	*Having Wonderful Time* (New York City Yiddish)
Van Druten, Joh	*I Remember Mama* (San Francisco Norwegian)

THE LANGUAGES YOU SPEAK, PART III

TEACHER: Now, let me check on you. What were we talking about last time?

BOY: Dialect.

GIRL: That's right.

TEACHER: O.K. what is it?

BOY: Well, dialect is a variety, or a different way, of speaking a language.

TEACHER: Yes, what else?

BOY: Well, in our country there are many dialects.

TEACHER: Yes, let's take a look at this map, for example.

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(Stop tape recorder and study Display Map, "Major Dialect Areas of the United States."

GIRL: What causes a dialect?

TEACHER: Now, that is a good question. A number of things do. First, some of the things we have already learned, such as the origin of the people, and history. Then, we have geographic isolation, concentration of people in small areas, and social isolation.

BOY: Isolation? What's that?

GIRL: That means being cut off. Being alone.

TEACHER: Very good. Take for example, people who live in the mountains, or in areas where it is very difficult to get to. They have very little contact with other people; therefore, they either keep a way of speaking, or their style of speaking develops mannerisms or forms of pronunciation no other group will have. Take, for example, these people. This is a very good case of geographic isolation.

MOUNTAINEER:

Naw, I reckon it ain't. You ain't never hearin' of no mountaineer a–shootin' nothin' except revenooers. Less he's gonna eat it. Course we wasn't doin' no shootin' much in my home cause we ain't been able to buy lead to make bullets nohow. But I do be a rememberin' one time my granpappy done got some bullets and he been givin' me three of 'em. An' he said, "Now youngin', I wantcha to fatch out yonder way and I wantcha to jump me some rabbits, and I want three rabbits, and I want all three of these here bullets back." "Granpappy, I can't be killin' no three rabbits with one bullet." "I ain't ah aimin' that you could," he be sayin', "But here's what I wantcha to do. You be a goin' out there, you jump 'im and be leavin' that bullet catch 'im and trap 'im, but don't pass 'im. Now, when you done dressin' that rabbit you get that lead out an' bring it back to your granpappy, an I'll be leavin' you go huntin' again sometime."

GIRL: Why, he's a hill-billy. Hey, I never thought people really talked like that. I thought they were just putting on.

BOY: No, it's real. There are a great many in the mountains of Tennessee who speak this way. Their towns and communities are difficult to get to; so, therefore, they are what we call isolated. There are other examples of dialect because of isolation––such as New England, but this is more like standard English.

TEACHER: It is easier to understand. Standard English is the name given to the English most often heard in business, on the radio, or TV. If you look at the map, you can see that there are certain areas that are not crossroads for the rest of the nation. You have to plan to get there, because it is not on the beaten path. In such areas, dialects may develop because of isolation.

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(Stop tape recorder and study map of the United States in terms of Areas of Isolation.)

BOY: There are other reasons for dialect aside from geographic isolation. You said "concentration of people in small areas."

TEACHER: Yes, that's right. The most perfect example is this:

SHARON: Gertrude?

GERTRUDE: Yes, Sharon.

SHARON: Gertrude, guess what?

GERTRUDE: How could I guess?

SHARON: Somebody, a certain somebody from our class invited me out for Saturday night.

GERTRUDE: Who?

SHARON: Somebody you would never phantom.

GERTRUDE: So, who already?

SHARON: So, I'll tell you what happened. He comes up to me and he says "I wish to ask you for a date, if you're not busy Saturday night." Imagine the nerve. Here it's already Tuesday, and he asks if I'm not busy Saturday night. So I says to him, "Listen, I'm busy now, and I'm busy Saturday night, so try another week." Right Gertrude?

GERTRUDE: Oh, absolutely right.

SHARON: So he says, "I happened to know that you've been so busy these last four weekends, that you go to the late show with your girl friend. And the big deal of the evening is Schrafft's for a soda." So I said to him, I said, "If anyone's been telling you I have been with a girl friend those last four Saturday nights, produce him. What are you, my mother? Give birth to me or something?" How do you like that nerve? Can't take "no" like a gentleman.

GERTRUDE: Oh Sharon, I tell you, start up with you. He ought to know better.

SHARON: That's right.

GERTRUDE: So what'll we see this Saturday night?

GIRL: Oh, I've heard that before.

BOY: But it sure is hard to understand.

TEACHER: Right, but if you know how it came to be, it is easy to understand why it is so hard on the ears. During the late 1800's and early part of this century, many people from Europe came to the United States. They came boat load after boat load. They were Germans, Scots, Portuguese, Irish, Scandinavians, Czechs, Slavs, Italians, Frenchmen, Greeks, Turks, Russians, Poles, and on, and on. All speaking their own languages. They came here because our country offered them security, safety, hope. Most settled first in New York City because it was the gateway to the rest of the country. However, in the city they had to live in very crowded sections. Well, imagine pouring into a small area hundreds and thousands of people all speaking different languages and all trying to learn English at the same time.

GIRL: It must have been terribly noisy.

TEACHER: It certainly was, and the result was this English you have just heard. It is in reality a mixture of accents, and pronunciation, and mispronunciation, and high pitch.

BOY: Hm, it is all understandable, but not clear.

GIRL: You also said that social isolation made dialect. What's that?

TEACHER: Well, social isolation means that barriers are set up by one group of people that keep another group from having contact with the world beyond the barriers, and, therefore, they are deprived of the experiences and knowledge that comes from having contact with outside groups of people. As a result of this isolation, they develop a way of life and language that is a variety of the other way of life and language. The American Negro is our best example of this. Many American Negroes have a manner or variety of speech that is quite unique. Of course, we all know the history of the Negro and how they came to this country. We should also realize that they were forced into a social isolation which through the years reinforced or emphasized their manner of speech. What is so marvelous is how we feel the influence of their language. There is one area where the Negro dialect is the language primarily used for communication.

BOY: Is it in music?

TEACHER Yes, that's right.

BOY: I know that terms like these came from the Negro dialect––jam, gig, and swingin', and drivin', blowin', wail, skins, eight–eight, bop, jazz, blues, funky, smilin', finger–poppin–toe–tappin', and cool baby.

GIRL: Well, doesn't a lot of our slang come from musicians' jargon?

TEACHER: Yes, it does.

BOY: These slang terms had their beginning there too––hip, split, rags, fox, boss, tough, fuzz, and groove; bread, soul–sister, foul, grease, dud, and dude.

TEACHER: It is a remarkable dialect because it is metaphoric.

BOY: Meta––what?

GIRL: Metaphoric.

TEACHER: That fancy word means it creates mental pictures. For example, this expression:

NEGRO: That dude sho' dun his hog las' night. He was drivin' home from a gig, tore–up and he hit a telephone post.

TEACHER: It means: A man wrecked his car. Hog is car. Some cars do look like large hogs. Gig is a party. Tore–up means he was a bit inebriated. Tore–up certainly does give one a clear picture of his condition. In other words, a man under the influence of alcohol was returning home from a party and wrecked his car.

Now listen to this carefully. See how much you understand.

1st NEGRO: Say man, what happened to your eye?

2nd NEGRO: Well, it was like this. I was at this gig rappin' on this rib, and this dude come up and started Bogartin' on me. So I told the dude to flake off and cool it. And guess what? The dude fired. Busted me up side my eye.

1st NEGRO: What did you do, Man?

2nd NEGRO: I fired back. Then we got one on, right then and there at the party. Me and that dude were nubbin' awhile. After I dusted him off, then he came back bop talkin' some old off the wall stuff.

1st NEGRO: What you say to him?

2nd NEGRO: I just shined him on.

GIRL: It's understandable, but it's kind've a struggle. Some of the expressions aren't quite clear.

BOY: Yeah, what does rib mean?

TEACHER: Oh, that means girl or woman. It must come from Adam's rib. Remember that's how Eve was born. See what I mean by metaphoric?

GIRL: All this about dialect is most interesting. I hadn't really thought about it before.

BOY: Do we have a dialect out here in the West?

TEACHER: Yes, and no, because we are an area in development. People from all over the United States are constantly moving in and about this area. Perhaps, when it begins to quiet or settle down, a dialect may develop. At present, it is mostly the way some people pronounce certain words, they may say ruff for roof; kidding for joshing, spoofing, or teasing.

GIRL: What?

TEACHER: Forget it. I'm only teasing, kidding, joshing, or spoofing because I'm tired, exhausted, beat out, used up, whipped, all in, and just plain bushed.

BOY: Are there any other dialects?

TEACHER: There are a few more. Let's see if you recognize this one.

TEXAN: Well, the only way I could ever git a word in sidewise. I have three sisters and a brother down there you know at the kitchen table. An' all I could do was fun 'em. I learned to satirize 'em. You know Bob, honest goodness, that's the way I did. And–a I's scared to jump mama straight,you know. I never come into her straight. I would make fun of one of her friends. I remember I used to git, I pretend I was callin' the roll for a club she belonged to. I'd take an ol' dominicker hen an' hold her wind pipe an' I'd say Sister Talley, an' I'd turn that hen. She's go squawk.

BOY: I know that variety of speech––that's a Texan dialect.

GIRL: Oh, show–off.

TEACHER: Right. It is quite different from most of the other southern dialects because it developed differently. Texas is made–up mostly of people who came from many of the other southern states. Therefore, their language is a mixture of different other dialects and accents.

GIRL: Isn't it interesting that the way you speak shows so much about your background and history?

BOY: Yes, but is it always right to speak in your dialect? We had a bit of trouble understanding some of the dialects we heard.

TEACHER: But people who speak in the dialect understand each other. Isn't that the important thing–– to be able to communicate with each other? They can make their thinking and feelings understood to those around them, like their friends and families.

GIRL: But we don't spend every moment of our day with our friends and families.

BOY: No, blast it! We have to work for a living.

TEACHER: And that means you have to communicate with your boss and the other employees.

GIRL: And certain jobs require you to have contact with lots of people.

TEACHER: But the use of language that is understandable by all is not required only in a business situation. Let us say a person who is a stranger to an area asks a native for directions. The situation might go like this.

TRAVELER: Ah, could you direct me to the main highway?

NATIVE: Sho' can. You go down this road a piece to some barrens; but just before you git to the barrens, you'll cross a bottom, which shouldn't be flooded cuz the branch done be dry this time of year. Yonder beyond the barrens you'll come to some buttes. Count 'em. At the third, you turns right and heads south for the flats. Watch for the cavvy because it will be feedin' there. You takes the north road at the fork and you go straight into town and the pavement.

TRAVELER: The barren?

NATIVE: Yep.

TRAVELER:; The bottom?

NATIVE: Yeah.

TRAVELER: The branch, the third butte, the cavvy, then the pavement. Is there anybody around here goin' into town?

TEACHER: What's the problem?

GIRL: Why the poor man is no better off than he was before he asked for directions.

TEACHER: Here's another situation.

MAN: I got the miseries.

DOCTOR: Could you describe the type of complaint you have?

MAN: I got the so' thoat.

DOCTOR: You say you have a pain in the proximal end of your esophagus.

MAN: I say I got the so' thoat.

DOCTOR: Approximately how long has this discomfort been afflicting you?

MAN: It's not afflictin' me; it's hurtin' me cus I got the so' thoat.

DOCTOR: Ah, could you describe verbally the type of pain you perceive?

MAN: I don't receive no pain in the verbally, but my thoat is so'.

GIRL: Why, neither is communicating with the other because neither is using standard English.

BOY: Standard English! What's that?

GIRL: Hmm, you weren't listening when we were told that standard English is the English most often spoken in business and generally heard on radio and TV?

TEACHER: Right--it is the English that is spoken in handling the affairs of our country. Here are some examples of people using standard English for reasons that if they didn't use standard English the message would not get across.

> **John F. Kennedy** (Inaugural Address):
>
> I do not believe that any of us would exchange place with any other people, any other generation.--The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world. And so my fellow Americans ask not what your country can do for you; ask what you can do for your country. . .

* * * * * * * * * *

(Stop tape for interpretation.)

> **Radio Announcer:**
>
> Astronaut Thomas Stafford, veteran of two other journeys, and rookie Eugene Cernan now are in orbit around the Earth in Gemini IX--which at 6:39 this morning Los Angeles time, blasted off from Cape Kennedy at a perfect launch under bright sunny skies through which they now are flying at tremendous speed. You heard it live as it happened earlier on KLAC. Metromedia's team of reporters at Florida launch site gave this description of the momentous occurence.
>
> Blast time nine, eight, seven, six, five, four, three, two, one--ignition of the firing tubes--we are waiting for ignition. There it is. Ready for lift-off. And we have a lift-off. We have a bird. Now the chase through space is under way. . .

* * * * * * * * * *

(Stop tape for interpretation.)

CLERK: Yes, ma'am, may I help you?

CUSTOMER: Yes, I'm looking for a pale blue sweater that will match this skirt.

CLERK: Was there any particular style you had in mind?

CUSTOMER: Yes, a slip-over.

CLERK: Short or long sleeved?

CUSTOMER: Short, please.

CLERK: This is a very lovely blue. I hope I can match it.

* * * * * * * * * *

(Stop tape for interpretation.)

TEACHER: Class!
Class come to order.
Johnny, take your seat.
You, Agnes, out with the gum.
Johnny, John Patrick Michaels, take your seat.
Agnes, that gum.
Very well, class, please take out last night's homework.
John. . .

* * * * * * * * * * *

(Stop tape for interpretation.)

BOY: But are you saying that this is the only language to use?

TEACHER: Absolutely not. Some people need to hold onto their dialect or accents, because they need these to communicate with people in situations or occasions where those who are listening might take offense or feel that he no longer is a part of them. For a moment, let's put the shoe on the other foot. Let's reverse the situation. For those of you who understand Spanish, the problem will become immediately obvious.

TOURIST: Perdone señor--¿pero me pudiera dirigir a la plaza de toros?

NATIVE: Perdone, favor de repetir. No le comprendí.

TOURIST: ¿Me pudiera dirigir a la plaza de toros? The bull fights, you know. Olé toro.

NATIVE: Ah señora ya entiendo--la plaza de toros. Siga Ud. esta calle hasta el Caballito, una estatua del rey Carlos, allí da vuelta hacia la izquierda y continue unas dos or tres millas hasta el Barrio de San Angel, allí le podran dar más direcciones.

TOURIST: Un momento--let me see if I've got it right--I mean--sí, comprendo. I go--voy--hasta el caballo--allí--I go straight.

NATIVE: No. No, izquierda, ¿cómo se dice? --Left. --Sinestra.

TOURIST: Oh--oh, comprendo--entonces dos millas.

NATIVE: Sí, sí--más o menos.

TOURIST: What? ¿Qué?

NATIVE: Nada, Nada, sígale va bién.

TOURIST: No comprendo.

NATIVE: ¡Ay Dios me libre! --¿Qué le digo ahora?

TOURIST: What? What? I don't understand. --Plaza de toros.

NATIVE: Mire en el Caballito da vuelta a la izquierda. Sigue adelante dos or tres millas hasta el Barrio de San Angel.

TOURIST: Oh, I get it. Comprendo. Está en el Barrio de San Angel.

NATIVE: No señora--en el Barrio de San Angel pide más direcciones. Ay déjelo! Olvídelo!! Tome un libre. --¿Ay cómo se dice? ¿Como se dice? Ah, sí. Take a Taxi.

BOY: *The frustration suffered by* both persons becomes immediately obvious. Communication has not taken place. They don't speak each other's language.

TEACHER: Obviously, then the important reason for knowing both languages is to communicate.

BOY: Now I get it. It is important to know standard English because, for one thing, it will make it easier to make contact.

GIRL: Yeah, and that means all sorts of new jobs become available.

TEACHER: Clever, clever.

BOY: That means better-paying jobs and opportunities for higher education.

TEACHER: Right.

BOY: And the dialect is important to hold onto because it is necessary for making contact with friends, family, and the community.

GIRL: In other words, two languages will be spoken.

TEACHER: Yes, two languages.

BOY: But the most important thing is to communicate and to be understood.

GIRL: Right, because people judge you by how you speak.

BOY: Yeah, your mouth tells who you are.

GIRL: And what you are.

BOY: Therefore, it is absolutely necessary to be able to speak standard English.

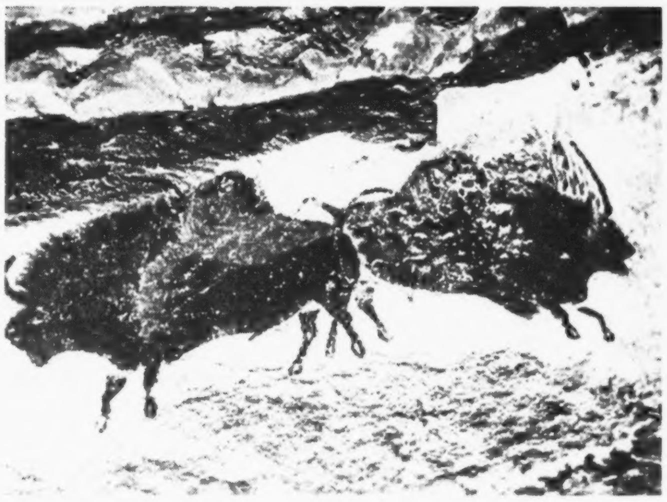
GIRL: It is absolutely necessary to communicate with people in a way that says you are somebody and you count.

(End of "The Languages You Speak," Part III)

Part Two

LESSONS

Excerpts From The Filmstrip "The Languages You Speak"



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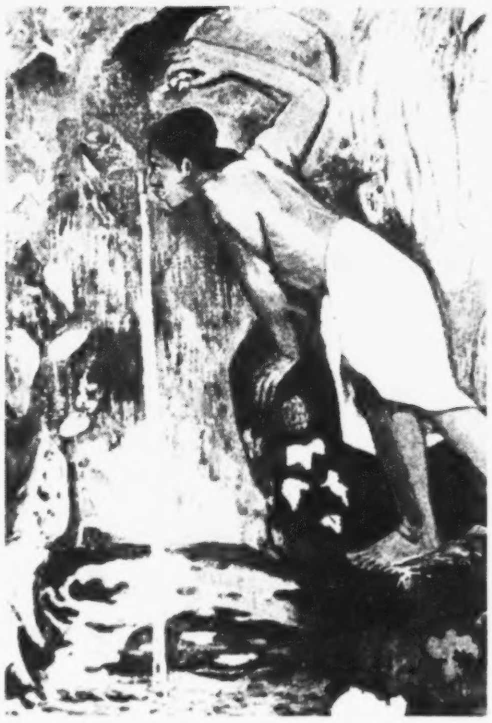

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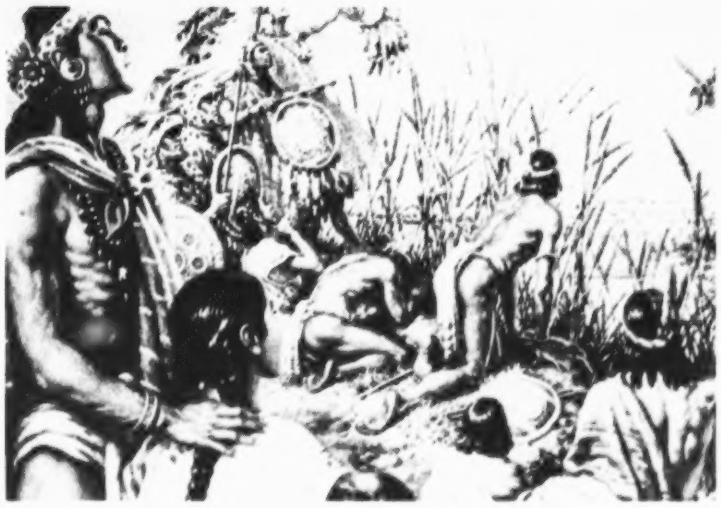

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LESSON 4

CH—SH SOUNDS

OBJECTIVES: Students will be able to pronounce the **CH** and **SH** sounds clearly.
Students will be able to hear the difference between the two sounds.
Students will be able to differentiate between the two sounds.

MATERIALS:
Tape D1
Worksheet--Lesson 4
Worksheet--Follow-up
Blank tape

PROCEDURE:

Introduction

Motivate interest by having students individually read a tongue-twister which has been written on the chalkboard: "Shirley Champ sells sea shells; shall Charles Short sell sea shells too?"

1. Carefully explain the physical mechanics of the distinction between the **CH** and **SH** sounds. (Refer to Pronunciation Chart.)
2. Pronounce the following single words. Then, ask individual students to pronounce them.

A	B
1. chair	1. wash
2. child	2. *short*
3. choose	3. shore
4. change	4. shake
5. check	5. shame
6. chalk	6. hush
7. catch	7. ship
8. church	8. blush
9. such	9. shirt
10. much	10. should

3. Have various individual students pronounce the words in order, in groups of five words at a time; or devise other patterns for this exercise.
4. **Play tape for Drill 1** (Repetition of word lists in Step 2). The tape begins, "It is important to make a clear distinction between the **CH** and **SH** sounds. . ." Supervise for correct pronunciation.
5. Identify words by letter and number and call on individual students to pronounce them; e.g., A8 (church); B9 (shirt).
6. **Play tape for Drill 2** (Comparative drill). The tape begins, "Listen to the pronunciation of these pairs of words. . ." Guide students in the pronunciation activity.

A	B
1. chair	1. share
2. cheat	2. sheet
3. chip	3. ship
4. chore	4. shore
5. chime	5. shine
6. cheer	6. sheer
7. chin	7. shin
8. chop	8. shop
9. cheap	9. sheep
10. chalk	10. shock

7. **Play tape for Drill 3** (Comparative drill in groups of three, where one word is repeated twice). The tape begins, "Listen to the following groups of words. . ."

	A	B	C
1.	chair	share	share
2.	cheat	sheet	cheat
3.	chip	chip	ship
4.	chore	shore	chore
5.	chime	chime	shine
6.	cheer	cheer	sheer
7.	chin	shin	chin
8.	chop	shop	shop
9.	cheap	cheap	sheep
10.	chalk	shock	chalk

8. Call on individual students to read single words.
9. Select students to read the following sentences orally:
    1. I shopped for china.
    2. The child shook with chills.
    3. Shrimp is cheap this time of the year.
    4. Would you like a chunk of cheese?
    5. He chose brown shoes.
    6. The sheriff hit him in the chest.
    7. She has a great deal of charm.
    8. Did you hear the chime in the church?
    9. She chomped on her chewing gum.
    10. "Chow's on!" shouted Mother.
10. Select students to record the above sentences on tape and, with class assistance, analyze the clarity of their pronunciation.
11. Have students summarize the important points of the lesson.

12. Have class members practice reading the following narratives to each other in preparation for the next day's recording.

NARRATIVE No. 1:

Chucho Sanchez, who lives on Massachusetts Street, is considered to be a great dancer. He has chosen to accept the challenge of entering a cha–cha contest. This was not easy, for he's a very shy boy. He chose to do this, even though he'll have to share the prize with his partner, Concha. He plans to wear a cherry–colored shirt, chocolate–brown pants, and shiny black patent leather shoes. Concha will wear a peach–colored chiffon dress.

NARRATIVE No. 2:

Last Sunday morning Shirley showered and then shampooed her hair. While she waited for her hair to dry, she reviewed her English homework, a comedy by Shakespeare, so that she will be able to pass the test. In the afternoon, Shirley went to the show with Chucho Camacho, a charming boy whom she met at church. He is very shy, but when he is on a date with Shirley, he is very cheerful and talkative.

13. Direct students to use each **CH** word in Step 2, above, in a sentence.
14. Ask for volunteers to read their sentences.

SUPPLEMENT

1.	shoes	choose
2.	sheik	cheek
3.	shore	chore
4.	shatter	chatter
5.	shoe	chew
6.	wishes	witches
7.	she's	cheese
8.	shows	chose
9.	marsh	march
10.	mash	match
11.	lash	latch
12.	hash	hatch
13.	crush	crutch
14.	cash	catch
15.	dish	ditch

FOLLOW–UP

I. Have students read Narrative 1 or 2 from the lesson. Record the readings and play them back for analysis.

II. Have students write a paragraph or a dialogue emphasizing the **CH** and **SH** sounds. Record these paragraphs and play them back for analysis.

III. Have students select a short reading, containing several paragraphs, from a textbook. Have them read aloud; record them, if desirable.

IV. Oral Drill Activities

Play tape for Drill 4 (Repetition drill). The tape begins, "In the previous lesson you learned. . ." Use the sentences below as a guide.

1. She has a new pair of **shoes.**
2. The boat came up to the **shore.**
3. You have three **wishes.**
4. Will you **mash** the potatoes?
5. They go to the **show** every Saturday.
6. Just before payday they have **hash.**
7. Sylvia had a **crush** on her teacher.
8. He was short of **cash.**
9. She threw a **dish** and broke it.
10. The high wind **shattered** the window.

Play tape for Drill 5 (Repetition drill). The tape begins, "Each of the sentences below. . ." Use the sentences below as a guide.

1. Did you **choose** her as secretary?
2. She had too much rouge on her **cheeks.**
3. Taking out the trash is a **chore** he doesn't like.
4. Men used to **chew** tobacco.
5. Do you believe in **witches?**
6. Soldiers **marched** to camp.
7. Her blouse didn't **match** her skirt.
8. The **latch** on the door was broken.
9. After the accident Tom had to use a **crutch.**
10. Who is the greatest **catcher** in baseball today?

Play tape for Drill 6 (Repetition drill). The tape begins, "Each of the sentences below. . ." Use the sentences below as a guide.

1. Which **shoes** did she **choose**?
2. He had to do his **chores** before we went to the **shore.**
3. Her nerves were **shattered** by the **chatter.**

4. The dog loved to **chew** on his master's old **shoe.**
5. He **wishes** that the **witches** would go away.
6. They **chose** to go to the fashion **show** instead.
7. He **lashed** the dog and tied him to the door **latch.**
8. His toe was **crushed,** so he had to walk on a **crutch.**
9. They couldn't **catch** the robbers who stole the **cash.**
10. They found an ancient Indian **dish** in the **ditch** they dug.

LESSON 5

WHO AM I?

OBJECTIVE: Students will be able, with confidence, to express orally certain basic and important facts about themselves.

MATERIALS:

Tape D2

Worksheet––Lesson 5

A student personal information form for Lesson 5 completely filled out by the teacher, on himself, a fictitious student, or a leading personality.

PROCEDURE:

Introduction

Direct students to answer the question, "Who am I?" in three words. Encourage each student to select three words that truly describe him as a person; e.g.,

a. boy, athlete, student
b. talented, hardworking, happy
c. dancer, Mexican, mechanic

Discuss with students the importance of being able to answer questions about themselves––emphasizing such things as self–respect, dignity, and good image.

1. Distribute copies of the student personal information form, "Who Am I?"
2. Explain to students the importance of accuracy and completeness in filling out forms.
3. Ask students why personal information forms are important. Write the suggested reasons on the chalkboard.
4. **Play tape for Drill 1** (Presents a student telling about herself). The tape begins, "Why is it important to know how to introduce yourself?. . ."
5. Ask a student to tell the class about himself, using the information on the form as a guide. Explain that students do not have to give all information on the sheet orally; they may exclude any information they believe is too personal to share with the class.
6. Guide the class members in evaluating the individual student's presentation.
7. Direct students in pairing–off to practice their presentations.
8. Ask three students to record their presentations. Students first selected should be those who have been reluctant to participate in class activities.
9. Guide analysis and evaluations of various presentations. Encourage students to point out errors in pronunciation, usage, etc.
10. Repeat Steps 8 and 9 until most students have participated.

WHO AM I?

NOTE TO STUDENT:

Your teacher will ask you to use the information that you fill in on this blank to help you when you stand up and introduce yourself to the class. If there is anything about yourself that you would not want to tell the class, don't fill it in on this paper. When you speak to the class, be sure to use complete sentences.

1. What is your name, address, and telephone number?

____

____

____

2. When and where were you born?

____

____

3. What are your father's and mother's names?

____

____

4. How many brothers and sisters do you have? How old are the oldest and the youngest?

____

5. Where does your father work, and what does he do there?

____

____

6. Where does your mother work, and what does she do there?

____

____

7. What language do you speak at home with your family?

____

8. Which is your favorite class, and why do you like it?

____

____

9. What is your favorite TV program, and what are some exact reasons why you like it?

10. What do you do with your free time?

11. What is the thing that you get maddest about? Why?

12. If you had three wishes, what would you ask for?

13. What are you planning for in the future?

14. What has made the biggest change in your life? (A person, a book, something that happened?)

15. What is the most exciting thing that ever happened to you?

FOLLOW—UP

I. Students may use certain sections of their personal information form, ''Who Am I?'' to expand into a written autobiography.

II. This exercise might be combined advantageously with the biography unit in B10 English. Students who have read individual biographies might make oral presentations. The following are some suggested methods:

   a. Panel reports could be made, according to the type of person read about; e.g., sports figures, actors and actresses, presidents, humanitarians, etc.

   b. Individual students may impersonate the person read about and be interviewed by another student, answering with the information gained from the reading.

   c. Students could give individual oral reports telling either why they wish they were the subject of the biography or why they are glad they are not.

III. Students could pair—off, interview each other, and then introduce their partners to the class.

IV. Students could present a mock television interview show (such as the **Today Show**), with either one person or a panel playing the interviewer and with one person acting as the guest.

LESSON 6

COMPARISON OF ADJECTIVES

OBJECTIVES: Students will be able to differentiate between the comparative and superlative forms of adjectives.

Students will be able to use the comparative and superlative forms correctly.

MATERIALS:

Tape D3

Worksheet--Lesson 6

Worksheet--Lesson 6 Follow-up

PROCEDURE:

Introduction

Show the students two objects that are similar, yet have marked differences: e.g., two oranges (one small, yellowish in color; the other large, more orange in color); two books (one large, deep-red; the other small, light red); two boys (one small and thin and with light-colored hair; the other tall and heavy and with dark hair). Then, direct the students to list the differences they note about the pairs of objects or persons and to write sentences comparing the sizes, colors, shapes, etc. of the objects.

1. Working with the responses that are given in the introductory activity, show that when two things are involved, the comparative form is used, which is formed by adding *er* to the modifier or by placing *more* before it. (*More* usually is placed before words of more than two syllables.) This concept can be reinforced further by comparing other objects in the room.
2. Explain the superlative in the same manner by presenting three objects to the students and having them compared. Show that when more than two objects are involved, the superlative form is used, which is formed by adding *est* to the modifier or by placing *most* before it.
3. Ask students to complete the comparative and superlative development of the following words: **big, slow, important, tired.** Write the answers on the chalkboard.
4. **Play tape for Drill 1** (Repetition drill). The tape begins, "How many times have you heard expressions like these, . . .?"

1. thick	thicker	thickest
2. warm	warmer	warmest
3. black	blacker	blackest
4. sad	more sad	most sad
5. good	better	best
6. dangerous	more dangerous	most dangerous
7. worried	more worried	most worried
8. bad	worse	worst
9. strange	stranger	strangest
10. great	greater	greatest

5. **Play tape for Drill 2.** The tape begins, "Using your worksheet as a guide, complete the comparison of the words. . ." Guide students in completing the comparative and superlative forms of the following words:

1. slow
2. smart
3. conceited
4. old
5. emotional
6. short
7. mature
8. heavy
9. logical
10. hard

6. Ask students to volunteer to use various words in comparative or superlative forms in sentences; e.g., **worse, best, fatter, biggest,** etc.

7. **Play tape for Drill 3.** The tape begins, "Repeat the following comparative sentences . . ."

   1. Frank is slow.
      He is slower than Jack.
      He is the slowest of all the boys.
   2. Tom is smart.
      He is smarter than Chuck.
      He is the smartest in the class.
   3. Some girls are conceited.
      Some girls are more conceited than others.
      One girl is the most conceited of them all.
   4. Art's car is old.
      His car is older than Rudy's.
      His car is the oldest on the lot.
   5. Miss Smith is emotional.
      She is more emotional than Miss Jones.
      She is the most emotional teacher in the school.

8. Explain how a slot drill works. A series of sentences will be presented on a worksheet in which the underlined word is compared. Then, the students are to insert other key words which will be given. For example, write on the chalkboard:

   John has a blue shirt.
   It is bluer than Manuel's
   It is the bluest of them all.

   Key Word: clean

   John has a clean shirt.
   It is cleaner than Manuel's.
   It is the cleanest of them all.

9. Have students pair off and direct them in practicing the following slot drills.

   1. John has a blue shirt.
      It is bluer than Manuel's.
      It is the bluest of them all.

      Key words: clean, dark, dirty, new, old

2. Maria is a good dancer.
   She is a better dancer than Anita.
   She is the best dancer in school.

   Key words: great, poor, uncoordinated, smooth
3. Mr. Jones is a hard teacher.
   He is harder than Mr. Smith.
   He is the hardest teacher in the school.

   Key words: easy, fair, brilliant, lazy
4. Juan is a fine athlete.
   He is a finer athlete than his brother.
   He is the finest athlete on the team.

   Key words: good, poor, fast, clean

10. Have students pair-off and guide them in developing and recording their own drills.

FOLLOW–UP

I. Have students write sentences using the comparative and superlative forms of the following words: **short, mature, heavy, logical, hard**

Example: Frank is slow.
He is slower than Jack.
He is the slowest of the boys.

Have students read their patterns to a class partner.

Tape the readings by some of the students.

II. **Play tape for Drill 4.** The tape begins, "Listen to the following sentences which contain the comparative or superlative form of a word. . . " Guide students in substituting the proper form of the key words for the underlined words in the sentences below.

1. He saw three oranges. He brought the ripest one.
2. I have five pencils. I prefer the sharpest one.
3. There were two roads. We chose the closer one.
4. He took three tests. He passed the easiest one.
5. She has two sisters. I met the younger one.
6. I saw many chairs. I liked the smallest one.
7. She has several formals. She prefers the newest one.
8. There were two magazines. He read the shorter one.
9. He took two rides. He enjoyed the longer one.
10. I had ten glasses. I dropped the heaviest one.

KEY

big
heavy
new
difficult
old
large
pretty
interesting
exciting
fragile

III. Direct students to pair off and take turns asking and answering the following questions, using complete sentences.

1. What is the most delicious food you have ever eaten?
2. What is the best movie you have ever seen?
3. Who is the youngest member of your family?
4. Which do you like better––chocolate or vanilla ice cream?
5. Who is your most recent math teacher?
6. Are boys or girls worse at driving?
7. Who is the best dancer you know?
8. Which is the largest class in your school?
9. Is Bob Hope or Bill Cosby funnier?
10. Which is the hardest class you take?

IV. Have students read a short story with two contrasting characters. Have them write a short comparison of these characters. Tape some of these paragraphs.

LESSON 7

THE SOUND OF NARRATIVE POETRY

OBJECTIVES: Students, through listening, will be able to increase their awareness of the sound of language.

Students, through reading aloud, will increase their ability to speak in standard English.

MATERIALS: Tape or disc recording of a ballad

Tape–recorded samples of narrative poetry

PROCEDURE:

Introduction

Play a recording of a ballad. As the students' interest is aroused, tell them to listen carefully to the words. Ask students to relate the story that the ballad tells.

1. Pass out duplicated sheet with the words of the ballad. Explain that this is an example of a narrative poem. Discuss the elements of the poem: rhythm, rhyme, imagery, etc.
2. Play tape recording of a narrative poem being read. Point out precision of diction, rhythm, tone, quality. (See list of transcriptions of narrative poetry available through Audio–Visual Section, at end of Follow-up.)
3. Refer class to the poem "Go Down Death," by James Weldon Johnson, pp. 206, 207 in *Exploring Life Through Literature*. Divide the stanzas in the following pattern and direct the class through a choral reading.

Stanza 1 – Girls
" 2 – Girls
" 3 – Boys
" 4 – Girls
" 5 – Boys
" 6 – Girls
" 7 – first 5 lines – Girls
remaining 4 lines – Boys
" 8 – First 7 lines – Girls
remaining 3 lines – Boys
" 9 – first 4½ lines – Girls
"Take your rest," —Boys
"Take your rest, take your rest."
" 10 – Girls

4. Tape the students' choral reading after they have had sufficient practice.
5. Discuss the elements of the poem.

FOLLOW—UP

I. Direct students to search for excerpts from narrative poems which they will read for the class. Groups of students may read different voices in one poem.

II. Ask students to make a collection of current ballads which are popular. A class notebook might be compiled.

III. Play disc recordings or tapes of narrative poems being read. Below is a partial list of recordings available from Audio–Visual Services, Los Angeles City Schools. Refer to the current catalog for complete description.

1961 Catalog

Number	Title
298	The Courtship of Miles Standish
295	Paul Revere's Ride
523	Vachel Lindsay Reading His Poems
794	Worlds of Literature – Poetry 1 – Adventure
795	Worlds of Literature – Poetry 2 – People
793	Worlds of Literature – Poetry 3 – Explore
792	Worlds of Literature – Poetry 4 – Endless Horizons
791	Worlds of Literature – Poetry 5 – America
33	Master Recordings in English Literature
171	The Rime of the Ancient Mariner
1962 Supplement	
332	America Listens to Literature
443	Famous Poems That Tell Great Stories
1963 Supplement	
335	American Story Poems
345	Forms of Poetry

LESSON 8

DOUBLE NEGATIVE

OBJECTIVES: Students will be able to use the negative construction effectively.
Students will recognize the double negative as a nonstandard construction.

MATERIALS: Tape D4
Worksheet--Lesson 8
Worksheet--Lesson 8 Follow-up

PROCEDURE:

Introduction

Write the following words on the chalkboard: **no, none, never, not, nothing, no one, neither, nor, hardly, scarcely, can't, won't, wouldn't, shouldn't.**

Ask the students what these words have in common. Once the class determines that they all are negative words, have various members of class use them in sentences. Write some of the suggested sentences on the chalkboard. Be alert to the presence of any double negatives.

1. Develop several negative sentences, using "props" in the room. For example, indicate a student who has nothing on his desk, and ask, "What does he have on his desk?" (Answer: "He has nothing on his desk" **or** "He doesn't have anything on his desk.") If any double negative answers arise, be sure to examine them as nonstandard structures.
2. **Play tape for Drill 1.** The tape begins, "In English we have many negative words. . ." The girls will be directed to repeat what is said by the female voice, and the boys will repeat what is said by the male voice.
    1. Does he ever eat here?
       No, he never eats here.
    2. Does he have any food?
       No, he doesn't have any food.
    3. Will you invite him?
       No, I won't invite him.
    4. Was anybody there?
       No, nobody was there.
    5. Did you want something?
       No, I didn't want anything.
    6. Do you ever travel?
       No, I never travel.
    7. Do they have any paper?
       No, they don't have any paper.
    8. Will he phone us?
       No, he won't phone us.
    9. Was anybody hurt?
       No, nobody was hurt.
    10. Did he say something?
       No, he didn't say anything.
3. Pair off the students and have them alternate in asking and answering the questions.
4. **Play tape for Drill 2.** The tape begins, "Answer the following questions negatively. . ."
    1. Did Henry leave some money?
    2. Did he eat any candy?
    3. Did Jane break any glasses?
    4. Did she buy some clothes?
    5. Do we waste any time?
    6. Does she wear any jewelry?
    7. Does Mr. Jones have some money.
    8. Do they know any Spanish?
    9. Do you see some girls?
    10. Does Marie go to the movies?

5. Vary Drill 2 practice by calling on individuals to answer the questions.
6. **Play tape for Drill 3.** The tape begins, "Answer the following questions in the negative. . ."
    1. Does he ever eat here?
    2. Do you ever travel?
    3. Did you ever go to Mexico?
    4. Did you ever visit San Diego?
    5. Did they ever live in California?
    6. Did she ever borrow your book?
    7. Does he ever go to the track meet?
    8. Did he ever write the letter?
    9. Does the child ever cry?
    10. Do you ever smoke cigarettes?
7. Vary Drill 3 by calling on individuals to answer the questions.
8. Ask individual students the following questions, telling them to use the word in the parenthesis in the answer.

1. Was anyone absent yesterday?	(no one, nobody)
2. Was anything missing from the purse?	(nothing)
3. Did either appear before the judge?	(neither)
4. Was either John or Mary late?	(neither–nor)
5. Will he ever do what he is told?	(won't)
6. Will she ever do her laundry?	(never)
7. Does he ever help her?	(never)
8. How many were missing from the box?	(none)
9. Does Charles give his father anything?	(nothing)
10. Did Tom do his work?	(didn't)
11. Aren't they ever at home?	(never)
12. Is he rich?	(isn't)
13. Do you want a coke?	(don't)
14. Did either one go to the dance?	(neither)
15. Did anybody pass the test?	(nobody)
16. Have they done their homework?	(haven't)
17. Does she ever give homework?	(doesn't)
18. Has Alice seen this show?	(hasn't)
19. Can Irma cha–cha?	(can't)
20. Should you stay out late on a school night?	(shouldn't)
21. How many were left?	(none)
22. Does Mrs. Smith ever give an A?	(never)
23. Will our team win?	(won't)
24. Has Rudy asked Carmen to the dance?	(hasn't)
25. Does our school have a swimming pool?	(doesn't)

9. Give students an opportunity to make up their own questions and to address them to each other.
10. Tape the above activity and play it back for evaluation.

2

FOLLOW—UP

I. Ask students the following questions, which they should answer by using one of these three words: **hardly, barely, scarcely.**

1. Does he ever lie?
2. Can she reach the top shelf?
3. Can Joe understand French?
4. Did John make it to class?
5. Does he weigh enough to be a policemen?
6. Does Charles earn enough to buy a car?
7. Does Agnes have enough food for the party?
8. Is the house big enough for the family?
9. Can a compact hold four passengers?
10. Does the school have enough room for a gymnasium?

Have students write their own questions that require **hardly, barely,** or **scarcely** in the answer

Pair off students and have them ask each other questions. Answers will be taped.

II. Direct students to find interesting paragraphs in their literature books or novels and to change them to read negatively.

Students may read their paragraph to the class.

Make a tape recording of the paragraphs.

Evaluate and analyze the playback.

III. Direct students to change the following nonstandard constructions to standard ones:

1. I didn't go nowhere.
2. I haven't done nothing.
3. I would never do nothing.
4. He doesn't have nothing on his desk.
5. I never made no promise.
6. I haven't seen nobody.
7. She doesn't have none.
8. She didn't tell me nothing.
9. I don't know how to do nothing.
10. I didn't have no money.

IV. Pair off students to develop a dialogue using affirmative and negative sentences. They may read the following dialogue as a sample.

DIALOGUE

GIRL: Did you see the article about life in the future?

BOY: No, I didn't seen anything about it. What was it about?

GIRL: They tell all sorts of wonderful things. Each person will have his own helicopter to fly to work in. Have you ever flown in a helicopter?

BOY: No, I haven't ever flown in a helicopter. Heck, I haven't even been in a plane at all.

GIRL: Well, it would be a lot easier than fighting the freeway. Another thing is that women won't have to dust at all. A machine like an air conditioner would just absorb all the dust in a house.

BOY: That's wild! Then women wouldn't have anything to do all day. Boy––they'd just have more time to spend money!

GIRL: Oh, no. They could fix meals. They would put pills on the plates for dinner––red for meat, green for vegetables, and so on. Would you like eating like that?

BOY: Boy, I sure wouldn't like anything like that. Gosh, no hamburgers or French fries! What a drag. I didn't have any idea the future would be like that.

GIRL: There'd be good things too. No one would have any worries. You could just turn on the screen and relax.

BOY: I wouldn't want a life like that. What did they say about school?

GIRL: They didn't say anything. How do you think it should be?

BOY: There shouldn't be any teachers!

GIRL: Well, maybe there won't be––just a machine that we could turn off, if we didn't like it.

BOY: Great––that's the life! Then they couldn't tell you **anything.** Hope I live to see it!

LESSON 9

TELEPHONE LESSON

OBJECTIVES: Students will be able to practice the following techniques of telephone courtesy:

a. identifying self promptly
b. asking for desired person
c. stating purpose clearly
d. leaving the line properly
e. closing call politely

Students will be able to evaluate the effectiveness of a call.

MATERIALS: Tele–trainer (Note: If the tele–trainer is not available from the telephone company, students may pretend that they are speaking on the telephone.)

Sample dialogue from *Teletraining for English and Speech. A Teacher's Guide* (Telephone company publication) or teacher–prepared materials

Tape D

Worksheet––Lesson 9

Worksheet––Lesson 9 Follow–up

PROCEDURE:

Introduction

If possible, the best way to begin this lesson would be to have a representative from the telephone company speak about proper telephone use. If this is not possible, a teacher from the Business Education department or the school secretary might be asked to speak.

1. Set up the tele–trainer and the tape recorder.
2. **Play tape Drill 1.** The tape is a practice call needing improvement.

STUDENT: Hello.
MRS. STUART: This is Mrs. Stuart. Is Mr. Garcia there, please?
STUDENT: I think so. (Leaves the line)
MRS. STUART: May I speak to him? (Delay of about a minute)
STUDENT: I dunno.
MRS. STUART: Will you ask him to call me at 555-6685?
STUDENT: Yeah.
MRS. STUART: Thanks. Good–bye.
STUDENT: Bye.

3. Play back the recording and lead discussion analyzing the call.
4. **Play tape for Drill 2.** The tape is an improved practice call.

STUDENT: Hello. This is ______________________.
MRS. STUART: Hello. This is Mrs. Stuart. May I speak with your father, please?
STUDENT: I'm not certain if he is in, Mrs. Stuart. Would you mind waiting a moment while I check?

MRS. STUART: Not at all.
STUDENT: Thank you. (Leaves the line) (Delay of about a minute)
STUDENT: I'm sorry to have kept you waiting, Mrs. Stuart.
MRS. STUART: That's quite all right.
STUDENT: Dad will be back in about an hour. May I give him a message?
MRS. STUART: I guess it would be best if he would call me.
STUDENT: All right. May I have a number where he can reach you?
MRS. STUART: The number is 555-6685
STUDENT: That's 555-6685?
MRS. STUART: Yes. Thank you. Good–bye.
STUDENT: You're welcome. Good–bye. (Allows caller to hang up first)

5. Have students analyze the improved conversation, judging why it is better.
6. Pairs of students may practice reading the improved call.
7. Have one student call another and leave a message for his father. Then, have a third student call the first, acting as his father and asking for the message.

FOLLOW–UP

I. Have students write a conversation in standard English between two people, to be read on the tele-trainer. They may use one of the situations below as a guide:

1. Place call to the bus company to inquire whether the book which you lost on the bus has been found.
2. You plan to get your learner's permit for driving. Telephone your father's insurance agent to inquire about arrangements for the necessary insurance coverage.
3. Call the company with which your family has a hospital insurance plan to find out whether a certain medical expense will be covered.
4. Call a classmate who was absent from school to discuss what was covered in English class.
5. Call a member of the family to explain your delay in coming home after school.
6. A relative has arrived in town and calls from a coin telephone. Determine where he is and give exact directions to your home.
7. You are at a friend's house, but no one else is home. Mr. Turner calls to speak to your friend's father. Take a message.
8. Call your dentist's office to make an appointment for a checkup.
9. Call a department store to order an article advertised in the paper.
10. Call your dry cleaning shop to arrange for special service on a soiled garment which you must wear this evening.
11. Call Mr. Jim Warman, a bandleader, to hire his band for a class dance.
12. Call the garage to arrange to have the car serviced.
13. Call the Police Department to report a serious automobile accident which has just occurred in front of your house. Indicate that several persons seem to be badly injured.
14. You are baby–sitting at the home of Dr. and Mrs. Lewis. Before leaving, he explained that emergency calls are made frequently to his residence, and he gave you instructions for locating him. You receive such a call five minutes after he left.
15. Call a garage to obtain help for your mother, whose car is stalled on Eastern Avenue.
16. Call the Fire Department to report a fire at a neighbor's house.
17. Persuade a friend to buy tickets to the school play.
18. Make a convincing call to ask for an interview for a summer job.
19. Call to tell a friend about a trip which your family is planning.
20. Call to ask a girl for a date to go see a current movie.

II. Have students practice their calls in pairs. Selected students should then use the tele–trainer. Other students should evaluate their performances, using the following questions as a guide.

1. Was telephone held correctly?
2. Did caller dial properly?
3. Was call planned?
4. Was call placed at an acceptable time?

5. Did caller have the correct telephone number handy?
6. Was telephone answered promptly?
7. Was identification adequate?
8. Was courtesy displayed?
9. Did caller express his purpose clearly?
10. Were speakers able to hear one another?
11. Was information adequate?
12. If it was necessary to "leave the line," was the reason explained?
13. If the desired person was not available, was an offer made to take a message?
14. Was recorded message accurate and complete?
15. Was the call closed properly?
16. Did the caller hang up first?
17. Were the telephones hung up securely?

III. Students should have an opportunity to participate in impromptu telephone conversations.

LESSON 10

SUMMARIZATION

OBJECTIVES: Students will be able to identify the most important incidents in a story.
Students will be able to organize the incidents in a story into logical sequence.
Students will be able to present an oral summary of a story with confidence.

MATERIALS: A previously selected newspaper story

PROCEDURE:

Introduction

Ask the students to tell what happened at an event they have shared (yesterday's class, an assembly, a sports event, etc.) Note how long it takes to do this.

1. Emphasize the importance of summarizing; that is, of making a brief statement covering the main point in a narrative. Emphasize that this saves time.
2. Ask students to name incidents when summarizing is necessary.
   a. reporting on a meeting
   b. telling what a story or book was about
   c. summarizing a report in a business situation
3. Distribute to groups of students copies of current news stories taken from a national press service. (Students may be asked the day before to supply their own stories, but it is advisable to have some on hand.)
4. Tell students that they are to imagine they are a newscaster. They have been given a story from the news service which they must prepare for oral presentation in a one-minute time spot on their program.
5. Have students read their stories and jot down the most important facts.
6. Then, direct students to organize the facts into logical order. (Explain that this might be done according to time, order, importance, distance from a certain point, etc.)
7. Direct students to write their opening and ending sentences.
8. Within the groups, students should pair off and practice giving their summaries orally. (Although they should not write down a complete summary, they may refer to their notes.)
9. Finally, a news program may be taped, with one member of each group presenting his news story within a certain time limit. Students then should evaluate the summaries.

FOLLOW—UP

I. (The following is at least a two-day activity.) After students have done this exercise, they should be able to apply the same techniques (those of identifying main points and organizing them) to the short story. Again, each group could choose a story, read it, practice summarizing, and having one representative present the summary to the class for evaluation.

II. The class could write a special edition of *TV Guide*, giving summaries of favorite TV shows. Individual oral presentations of the summary could be given and taped. (For added interest, the students could omit the title of the show and ask members of the class to guess what show is being summarized.)

III. Pairs of students could practice summarizing experiences such as trips they have taken, movies they have seen, or courses they have taken. Volunteers could make presentations to class.

IV. Students should be given the opportunity to present impromptu summaries. For example, the following experiences could be summarized:

school assemblies
movies seen in class
yesterday's class activities
a television program seen the previous night

LESSON 11

PRONUNCIATION OF FINAL ED

OBJECTIVES: Students will be aware that the final **ED** in the past tense and past participle has three distinct pronunciations: /d/, /t/, and /ɨd/

Students will be able to differentiate among these sounds.

Students will be able to pronounce these endings correctly.

MATERIALS:

Tape D6

Worksheet––Lesson 11

Worksheet––Lesson 11 Follow–up

PROCEDURE:

Introduction

Write the following three words in a vertical list on the chalkboard: **answered, cooked, added.** Ask the students what the three words have in common. (Expected answer: "They end in **ED**.") Then, ask the students what is different in **sound** about these words. (Expected answer: "**Answered** ends in **D** sound; **cooked** ends in **T** sound; **added** ends in **ɨd** sound.")

1. Explain that the ending **ed** added to regular English verbs to form the past tense or past participle has three distinct pronunciations;

   /d/–––failed

   /t/–––wished

   /ɨd/–––needed

   Note to Teacher: The rule for the sound of **ED** is as follows:

   /d/ after all voiced consonants except /d/ and after all vowel sounds

   /t/ after all voiceless consonants except /t/

   /ɨd/ a separate syllable after /d/ and /t/

2. Give students the following verbs:

   1. add
   2. wish
   3. cause
   4. arm
   5. air
   6. ask
   7. box
   8. last
   9. light
   10. fear
   11. cook
   12. repeat
   13. admire
   14. act
   15. work

   Have them arrange the past tense of the verbs in three columns according to the pronunciation of the final **ED**. One student can write the verbs on the board, as the students give the answers.

   ANSWERS:

/d/	/t/	/ɨd/
1. caused	1. wished	1. added
2. armed	2. asked	2. lasted
3. aired	3. boxed	3. lighted

4. feared
5. admired

4. cooked
5. worked

4. repeated
5. acted

3. Have different groups of students (boys, girls; row 1, row 2, etc.) read the columns of words, emphasizing the final consonant sound. Then, individuals may do so.
4. Call on individual students to use each of the above words in sentences, again emphasizing the final consonant sounds.
5. **Play tape for Drill 1.** The tape begins, "As you know, the past tense of regular verbs in English . . ." Students will repeat each word and write it in an appropriate column on a sheet of paper.
    1. answered
    2. showed
    3. dropped
    4. minded
    5. changed
    6. laughed
    7. decided
    8. learned
    9. defended
    10. watched
    11. advised
    12. cleaned
    13. touched
    14. missed
    15. collected
    16. centered
    17. rained
    18. crowded
    19. honked
    20. liked
6. **Play tape for Drill 2.** The tape begins, "Repeat the following sentences . . ."
    1. She **answered** the questions correctly.
    2. The girls **showed** her how to cook.
    3. The player **dropped** the ball.
    4. The baby sitter **minded** the children.
    5. He **changed** his mind several times.
    6. They **laughed** at the joke.
    7. The coach **decided** to forfeit the game.
    8. The class **learned** to drive correctly.
    9. The lawyer **defended** his client.
    10. He **watched** TV every day.
    11. The counselor **advised** him to study.
    12. She **cleaned** the house on Saturday.
    13. The baby **touched** the hot stove.
    14. Frank **missed** three questions on the test.
    15. Has he **collected** the rent?
    16. Attention **centered** on the small child.
    17. It **rained** for a week.
    18. People **crowded** into the room.
    19. He **honked** his horn.
    20. She **liked** ice cream.
7. For variety, individual students may be called on to repeat the sentences in Drill 2.
8. **Play tape for Drill 3.** The tape begins, "Listen to the present tense of the following regular verbs . . ." Students will respond with the past tenses, emphasizing the appropriate pronunciation of the final **ED.**
    1. close
    2. look
    3. fit
    4. pronounce
    5. kick
    6. live
    7. visit
    8. want
    9. play
    10. enjoy

9. Have students pair off and use each of the above words in sentences. Circulate among them and record the sentences; then, play the recordings back for evaluation.

FOLLOW–UP

I. **Sound identification**

Direct students to pair off and take turns saying each of the following words. Then, have students arrange the words in columns, according to the sound of the end consonant, /d/, /t/, or /ɨ-d/.

1. shopped
2. yelled
3. started
4. poured
5. painted
6. rented
7. cheered
8. ended
9. practiced
10. opened
11. trusted
12. smoked
13. liked
14. erased
15. graduated
16. believed
17. dated
18. needed
19. chewed
20. delivered
21. corrected
22. arrived
23. offered
24. hated
25. honked

Have students write sentences using each of the words in Section A. Record these sentences.

II. Have students find a paragraph in their book which is written in the present tense and rewrite it in the past tense. Record these paragraphs.

III. **Oral drill exercises**

Play tape for Drill 4. The tape begins, ''Listen to each of the following verbs. After repeating it, give the past tense. . . .''

1. copy
2. talk
3. pick
4. rest
5. wait
6. wash
7. explain
8. carry
9. need
10. move
11. invite
12. walk
13. help
14. call
15. shout
16. use
17. skate
18. own
19. admire
20. introduce

Play tape for Drill 5. The tape begins, ''Answer each of the following questions with a complete sentence ending with the word 'yesterday' . . . .''

1. When did they copy the work?
2. When did Art talk to you?
3. When did Diane pick the flowers?
4. When did the children rest?
5. When did mother wait?
6. When did the child wash?
7. When did the teacher explain?
8. When did Ed carry the ball?
9. When did Maria need paper?
10. When did the Garcia family move?
11. When did Connie invite you?
12. When did they walk in the park?
13. When did he help with the chores?
14. When did Bob call you?
15. When did the crowd shout for the team?
16. When did they use the record player?
17. When did he skate on the sidewalk?
18. When did Gene own a million dollars?
19. When did she admire the dress?
20. When did Rudy introduce them?

IV. Have students practice the following dialogue. The more creative students should try to write their own dialogues.

BOY: Have you watched TV lately?
GIRL: Yes, I used to watch it all the time, but now the summer reruns have started.
BOY: Which ones did you like?

GIRL: I liked the spy shows this season--"Man From U.N.C.L.E., "I Spy," "Honey West," and "Get Smart."

BOY: I liked them too--especially "Get Smart." I laughed and laughed when I looked at Agent Smart last night. He goofed up everything he tried.

GIRL: I know, he caused lots of trouble. But, would you believe, my dad didn't like it; he barely smiled.

BOY: The one I really like, though, is "I Spy." I liked all the beautiful girls when they visited Hong Kong

GIRL: I know, I loved it, but I almost fainted when the other spy tripped Robert Culp.

BOY: Yes, he needed help then. He shouted for Bill Cosby, but he had started to fight with someone else.

GIRL: Oh well, you know they always turn out O. K., or there wouldn't be a show the next week.

PRONUNCIATION OF FINAL ED
COMMON REGULAR VERBS

For Reference

Below is a selected list of the past tense forms of common regular verbs, divided according to the sound of the final consonant.

Sound of /d/

1. admire
2. advised
3. aired
4. answered
5. armed
6. arrived
7. bathed
8. believed
9. blessed
10. bothered
11. called
12. carried
13. caused
14. centered
15. changed
16. charged
17. cheered
18. chewed
19. cleaned
20. closed
21. compared
22. copied
23. crossed
24. declared
25. delivered
26. desired
27. discussed
28. enjoyed
29. erased
30. examined
31. explained
32. feared
33. ironed
34. learned
35. listened
36. lived
37. loved
38. moved
39. offered
40. opened
41. owned
42. played
43. poured
44. preferred
45. rained
46. scared
47. screamed
48. seemed
49. smelled
50. smiled
51. stayed
52. studied
53. traveled
54. tried
55. used
56. yelled

Sound of /t/

1. asked
2. boxed
3. cooked
4. dropped
5. helped
6. honked
7. introduced
8. kicked
9. laughed
10. liked
11. looked
12. missed
13. picked
14. practiced
15. pronounced
16. shopped
17. smoked
18. talked
19. touched
20. tripped
21. walked
22. washed
23. watched
24. wished
25. worked

Sound of /ɨ-d/

1. acted
2. added
3. attended
4. avoided
5. celebrated
6. collected
7. corrected
8. crowded
9. dated
10. decided
11. decorated
12. defended
13. depended
14. ended
15. fitted
16. graduated
17. hated
18. invited
19. lasted
20. lifted
21. lighted
22. minded
23. needed
24. painted
25. rented
26. repented
27. rested
28. shouted
29. skated
30. started
31. trusted
32. visited
33. waited
34. wanted

LESSON 12

ROLE PLAYING SITUATION

OBJECTIVES: Students will be able to show their understanding of the characters in a story by developing dialogue which the characters might speak.

Students will be able to express themselves confidently in a role playing situation.

MATERIALS: Story, "The Slip–Over Sweater," by Jesse Stuart (in *Exploring Life Through Literature*"

Duplicated list of role playing situations based on the story (See Step 4.)

Worksheet—Lesson 12 Follow–up

PROCEDURE:

Introduction

Motivate interest in reading the story by asking, "When does a girl wear a boy's sweater?" Determine whether boys and girls have the same attitude toward this custom. Then point out that in "The Slip–Over Sweater" they will read about one boy, one sweater, and two girls.

1. Direct students in reading the story. Ask them to note particularly the character traits of Grace, Jo Anne, and Shan.
2. Have students list character traits of Grace, Jo Anne, and Shan.
3. Using the notes they have made, students should participate in a class discussion of the characters' personalities, as revealed in the story. A general class list could then be drawn up. (An alternate plan would be to have different groups draw up sketches of individual characters.)
4. The students would work in groups of five or six (depending on the number in the class) to write the following dialogues for role playing: Each group should use the following questions as guidelines.
   - A. Conversation between Grace and Shan at the beginning of the story, when they are talking on the mountain path on the way home from school.
     1. Why does Shan want the sweater?
     2. How does Grace feel about his having it?
     3. How would she like to help him?
     4. Would they make some comments about the view they are seeing?
     5. Would he tell Grace about Jo Anne?
   - B. Conversation between Shan and Jo Anne when he gave her the sweater.
     1. How does Shan feel as he gives Jo Anne the sweater?
     2. Is Jo Anne more interested in Shan or in the sweater?
     3. Would they say anything about Roy Tomlinson?
   - C. Conversation between Grace and Shan on the way home the day he gave Jo Anne his sweater.
     1. Who did most of the talking?
     2. What would Grace say about Roy Tomlinson?
     3. What would Shan say about Jo Anne?
   - D. Conversation between Shan and Jo Anne when they were beginning to drift apart. (Combine this with her conversation when she gives him back his sweater.)
     1. Why was Shan looking for sympathy?

   2. How does Jo Anne react to his need for sympathy?
   3. What is she concerned with?

E. Conversation between Grace and Shan when she outlines her plan to solve his problem.
   1. Why is Grace so anxious to help Shan at this point?
   2. What is Shan's attitude toward Grace at this point?

F. Conversation between Grace and Shan ten years after the action of the story, when they are reminiscing about the incident in the story. (For more capable students who would not need questions as a guide.)

5. Members of the group should practice the dialogue in pairs.
6. Each group should choose two of its members to make an oral presentation which will be taped.
7. The tape should be played back, and the class could evaluate whether the character of each person in the dialogue was consistent with the way he was presented in the story.
8. A composition character–sketch of a certain character could be done as a written follow–up.

FOLLOW–UP

I. Students may develop further dialogue concerning situations that might have happened in this story and tape it for class presentation. Such situations might involve conversations such as the following:

   A. between Grace and Jo Anne when Jo Anne is wearing Shan's sweater

   B. between Shan and a teacher when he tells of his plans for the future

   C. between Jo Anne and a friend several years later when she tells her version of what happened

II. Students may write role playing dialogue based on other stories which they read in their anthologies and tape it for class presentation.

III. Students may do role playing, pretending to be characters in a favorite TV show.

IV. Students may do impromptu role playing situations based on the following list. The teacher may write each situation on a piece of paper and hand it out to pairs of students, allowing them just a few minutes for preparation.

   A. **School Situations**

   1. Student goes into attendance office to get an excuse to go to a doctor's appointment at 2 that afternoon.
   2. Student goes into counselor's office to request a change of program. She wants to drop first period so that she can help out at home in the morning when she's needed.
   3. Student goes into health office to request a medical exam so he can go to a camp.
   4. Student goes to business office to put down a $1 deposit on the school annual which costs $4.50 total. He must make arrangements to make the rest of the payments.
   5. Student goes to head of art department to find out whether he will be allowed to take an advanced art class.
   6. Student goes to scholarship advisor to find out whether there is an opportunity for a scholarship to beauty school.
   7. Student goes to work–experience coordinator to find out if there are any jobs available after school and to get a work permit.
   8. Student goes to school secretary to ask if his mother has sent his lunch to school.
   9. Student goes to school secretary to find out if his lost notebook has been turned in.
   10. Student goes to business office to inquire about cost of class rings.
   11. Student greets Mrs. Lawson of the Telephone Co., who is coming to speak to his English class.
   12. Student goes to bookroom to pay for a lost book.
   13. Teacher sends student to another teacher to ask if he may have the current issue of *Scope*.
   14. Teacher sends student to audio–visual room to ask for a movie projector for next Tuesday, 4th period.
   15. Student goes to counselor to find out whether he will have to go to summer school next year in order to graduate.
   16. Student goes to make an appointment to have his senior portrait taken.

   B. **Outside School Situations**

   1. Two students go to local bakery to find out about cost of refreshments for a school dance.
   2. Two students go to local merchant to ask him to advertise in their school paper.

3. Student talks to doctor's nurse about making another appointment two weeks from the present date and arranges to pay for his bill.
4. Student goes to public library and asks librarian for a book on butterflies, for use in his biology class.
5. Student goes to Department of Motor Vehicles to take the test for a learner's permit.
6. Student goes to receptionist in hospital and asks to see his uncle, who has had surgery.
7. Student goes into book store and asks for a copy of ______________.
8. Student goes to Hall of Records to ask for a copy of his birth certificate.
9. Student goes to juvenile section of traffic court to pay for a ticket.
10. Student goes to ticket office to get two tickets to the Dodger game.
11. Student goes to bank to cash a check which has been given him as a gift.
12. Boy is introduced to parents of girl he is taking out.
13. Girl is introduced to the mother of a friend whom she meets in the market.
14. Girl goes to talk to a woman who is looking for a baby sitter.
15. Student takes uncle who does not speak English to enroll in a night school class to learn English.
16. Student goes to admissions office at a college to get a catalog of classes for the next semester.
17. Student goes to local women's club to find out about renting it for a prom.
18. Student takes a package to post office and finds out how much it will cost to mail it to Mexico.
19. Student takes small brother to clinic to get his polio shot.
20. Student goes to a hardware store to get a special tool for his father.
21. Student has to identify himself at the door in order to be admitted to a school dance.

LESSON 13

TV STORY IDEA

OBJECTIVES: Students will be able to express orally and with confidence their thoughts and interpretations.

Students will be able to interpret a story in terms of setting, character analysis, and theme.

Students will be able to dramatize the incidents in a story.

MATERIALS: Worksheet––Lesson 13 ''Incident of the Chinese Coolies''

PROCEDURES:

Introduction

Ask students to name the TV westerns they have seen. After some discussion, ask the students how they think one of these shows originates.

1. Explain the purposes of a story idea.
    a. Used by screen writers for developing dialogue
    b. Used by set director for developing set and background
    c. Used by director for selecting cast and developing characters
    d. Used by music director for developing musical scores
2. Explain to class how a play or film is developed; e.g., how dialogue and costuming help develop character; how setting and music create mood, etc.
3. Distribute ''The Incident of the Chinese Coolies'' and direct students to read it, keeping in mind the purpose of the story.
4. Divide students into groups according to their interests and have them look at the story as a:
    a. director . . . . *cast selection*
    b. set designer . . . . *setting*
    c. musical director . . . . *music*
    d. costume designer . . . . *costumes*
    e. screen writer . . . . *dialogue*
5. Students are to discuss in their groups how each group might develop any section of the story they wish. (If there are two or more groups for one point of view, the teacher should divide the story into sections.)
6. Tell students in each group to select one of their members to make an oral presentation of the results of their discussions to the class.
7. Record the presentations of the various speakers.
8. Play back the recorded presentations and have the class members evaluation the groups' thinking. Encourage suggestions and criticism.

INCIDENT OF THE CHINESE COOLIES

By Luis and Jeanne Hernandez

It is strange how the animals reflect the mood of the men on a drive. For some time now the cattle have been "spooky." Mr. Honor thinks that this is because the men figure they are halfway to their destination but behind time on their schedule. And, of course, there is still all that work ahead, all that dust, all those worries, all those fears. Yet, it isn't quite that––it's something different and stronger.

The next morning there is the usual action rousing the camp, except that, for some reason, Soapy is getting teased more than usual. Even Scotty teases him to such a point that Soapy reaches for his gun––only to get tangled up in his burlap apron. Mr. Honor says nothing, but ushers the men on out to the drive, noting that some look about as if they expect to see something.

While some of the men are returning from their night watches, a cloud of dust calls everyone's attention away from the camp activities. The cloud of dust soon becomes a group of hard–riding men who approach in open friendship. Mr. Honor, as always, waits for the other people to make the first move. The exhausted horsemen are soon relating a story of Comanches who have been raiding the outlying ranches, stealing small herds or just a few head of cattle. They tell Mr. Honor that his is the largest herd that ever has come through this late in the season. The leader of the group cautions Mr. Honor to be on the alert.

Mr Honor, aware that his men and the herd are overly tired and sensitive, is impressed with the seriousness of the warning. The spokesman, however, offers the encouragement that once they have reached the town of Santa Maria, they should be safer from the threat of Indians.

The next day, in the distance ahead of the moving herd, the men see the graceful sinister circling of the carrion birds of the West. Stewbone has been watching them for some time, as has Soapy. At this moment, John Honor and Scotty pull up to the chuck wagon as it is moving on the far wing, and Scotty dashes off toward the birds to investigate. Mr. Honor shouts words of caution after him.

As Scotty approaches the circling birds, he sees two dirty–looking bundles. He carefully approaches on his horse––and not until he is practically on top of them does he realize these are two human beings huddled together, as if in a final embrace. Dismounting, he pokes them with his foot. One rolls over. To his astonishment, Scotty is looking into a face with Mongolian features. Scotty has seen Chinese people only once before, when he had seen Chinese coolies laying track on the northern railroads. At the time, his sympathies had gone out to them, for they were laboring with the crudest equipment and under the worse possible physical conditions. In a moment, Scotty is able to see that both the Chinese are very much alive, but starved and almost completely dried out. He drags them in their quilted robes, into the shade, and presses his canteen to their lips. Scotty starts to mount up, but at this moment John Honor and Soapy arrive, investigating what has taken Scotty so long. All three men stand staring at the two Chinese coolies.

The Chinese are returned to the chuck wagon, for night camp has been established. The men make the Chinese as comfortable as possible, and Stewbone starts ministering aid in the form of water and food––not without remarks from the drovers regarding the uncertain therapeutic quality of his food. One Chinese coolie is not responding too well; the other is now fully conscious and is groggily looking over the situation in which he and his companion find themselves. He speaks, but no one can understand him. Several of the men attempt to speak pidgin Spanish and pidgin English to him, but it isn't until Scotty says the word "railroad" that the Chinese reacts. The reaction is one of terror and a wild look of escape. Falling to his knees, he huddles over his barely conscious partner.

Mr. Honor approaches the Chinese. With a wet rag, he gently wipes the face and neck of the weaker Chinese. His suspicions are confirmed––this is a woman. The Chinese man becomes violent with fear and attempts to attack Mr. Honor. Soapy holds him back. Mr. Honor reassures the frantic Chinese by propping the woman against the wheel of the wagon and gently feeding her. Soapy relaxes his hold, and the Chinese stands by, grateful.

On the following morning, both Chinese are cheerful and revived, but the woman is still very weak. It soon is obvious to Stewbone why she is weak, and he explains to Mr. Honor that the woman is pregnant and well along. Mr. Honor cannot be too concerned because his men have been noticing the tracks of unshod horses and Pete has found ornaments which are identified as Comanche.

The Chinese woman has been placed in the bedding wagon with her husband in close attendance. The jostling of the wagon has been too much for her. Her time has come sooner than Stewbone has anticipated. She labors in silence for some time, but when the wagon hits an unusually deep rut, she screams in pain--the only sound she has made up to this time. The wagon is stopped. Mr. Honor comes to find out why, and Stewbone majestically informs him, ''You can't stop Nature.''

At this moment, Scotty rides up and points to an Indian who is boldly surveying the drive. There is no choice. John Honor must bring the drive to a halt because he cannot leave an unguarded wagon to raiding Indians.

The woman labors bravely, not making a sound. Her husband and Soapy pace the area outside the wagon. Stewbone delivers a rather scrawny but quite noisy Chinese boy. The father swells with pride. Soapy and Stewbone slap the father's back as Mr. Honor awards Stewbone unaccustomed praise. Mr. Honor understands that this couple has dared do the impossible, for they must have been married in China, hidden the woman's identity, and come to America as imported Chinese labor, for no Chinese women were imported.

The Chinese woman is incapable of feeding or caring for her baby, so methods must be found. The drovers contribute shirts and neckerchiefs for the diaper problem. Through the advice of Stewbone, the new father learns the value of cornstarch as a talc. Soapy solves the feeding problem by emptying two whiskey bottles (to Stewbone's fury), filling them with cow's milk, and tying cloths around the bottlenecks. The men are astonished that Soapy has this much ingenuity and background to draw upon.

Around the campfire, the few men who are off night watch mutter about the frightening boldness of the Indians. Stewbone attempts to calm their fears by poking fun at them as he adjusts the tongue of the chuck wagon in line with the north Star. The Chinese couple realize they are going back north--from where they had escaped. The baby is only two days old, but fear lends strength. The three steal away in the night.

Dawn brings complete chaos in camp. The Chinese are gone, and there is a terrible silence everywhere. It does not take the men long to find the Chinese trio, and as Mr. Honor is attempting somewhat impatiently to explain to them that he is taking them not North to the railroad but to a town called Santa Maria, Soapy shouts something about the Blue Coats. In the distance can be seen a company of Blue Coats. Mr. Honor and the captain in charge exchange greetings and information. Mr. Honor and party return to the drive and the Blue Coats fan out to frighten away any possible raiders. The captain explains to Mr. Honor that word had reached the fort about the raiders and he had thought it wise to ride out and investigate before any serious damage was done. He also informs Mr. Honor that there is a Chinese couple in Santa Maria--engaged in the laundry business.

The incident of the escaping coolies ends with Soapy and Scotty delivering the Chinese family to their countrymen in Santa Maria. The meeting is one of explosive Chinese utterances and happiness. Soapy and Scotty bestow a last look on the drive's godchild, and go on about the business of buying their supplies.

They rejoin the drive as John Honor looks on them approvingly and shouts, ''Move 'em out.''

FOLLOW–UP

I. **First Day**

Direct students to form into groups which will develop dialogue for one of the following scenes. Open the first discussion with the purposes of dialogue––to further the plot and to reveal character. Then, students should consider the following:

1. What action occurs in the scene?
2. What characters are in the scene?
3. What particular characteristics do they wish to give to each character?

Scenes:

1. Morning in camp, when the drovers receive warning about the Comanches
2. Scotty discovering the Chinese people
3. Evening at camp, when the drovers are caring for the Chinese and are attempting to communicate with them
4. Stewbone showing the baby to its father, Soapy, and Mr. Honor
5. Soapy and Stewbone giving advice on the care of the baby
6. Captain of the Blue Coats coming to rescue the drive

II. **Second Day**

Students should write the dialogue for their scene.

III. **Third Day**

Students should practice the dialogue.

IV. **Fourth Day**

Tape recordings should be made of the dialogues and played back for evaluation.

LESSON 14

IMPROMPTU SPEAKING SITUATIONS

OBJECTIVE: Students will be able to organize their thoughts and express themselves clearly in an impromptu situation.

MATERIALS: Worksheet--Lesson 14

PROCEDURE:

1. Explain to the class members the need in many situations to "think on your feet." Elicit from students times when there is this need; e.g., in a job interview, when asked to identify yourself to someone.
2. Divide the class into three groups and choose three "leaders" who will present the following situations to members of their groups. Leaders should explain to students that they must give complete reasons for their answers. Meanwhile, circulate among the groups and tape record as many of the answers as possible.

"What would you do if. . ."

- a. You see an old man lying in the street. He looks very sick. You think he may be dying--but it may be he's just drunk and sleeping it off. There is a policeman on the corner.
- b. You are taking an English exam. You have studied hard for it. The boy sitting behind you keeps looking over your shoulder to see your answers.
- c. Your friends are gathered at your house. It's turning into a party, but no party was planned. Your baby sister is sleeping in the next room. Your friends want to play records and dance.
- d. You like a girl in your class very much. You decide to ask her out on a date. You don't have a car. When you ask her, she says she won't go out with you unless you have a car.
- e. You know there's going to be a fight after school. You know boys in both gangs that are going to fight. The vice-principal has warned the boys that they will be expelled if there are any more fights.
- f. You are on your way to school. As you get off the bus, you see a white Chevy stop suddenly at a stop light. A blue Mustang smashes into the back of it. No one seems to be hurt. You have only five minutes to get to class.
- g. You are walking down the hall to class. Tom, who has been steadily dating your friend, Lucy, comes up and asks you for a date. You like Tom, but wonder why he isn't taking Lucy out. He says they aren't going steady any more.
- h. Your school is building a new gymnasium. There is not going to be a swimming pool in it. Some of the students think this is unfair and are going to picket the principal's office after school until he agrees to try to get a pool. They ask you to join them.
- i. You have been given a blouse (shirt) for your birthday, but it was the wrong size. You take it back to the store where it was bought, but the salesgirl seems disinterested and doesn't help you.
- j. You have the vice-principal's permission to be excused from class to attend a student government conference. When you take the excused list to your teacher, he says that you may go, but that you will have to take a failure on the test that will be given that day.
- k. You have agreed to babysit on Saturday night for Mrs. Martin, a steady customer. Later, you are asked to go to a show by a boy whom you like very much and who never has asked you out before.

l. You see an adult in the hall at school whom you have never seen before. He asks you who teaches drama and to be directed to that teacher's room.

m. You are hiking up in the mountains with your friend. He falls and is unable to walk. You are not sure if his ankle is broken, sprained, or twisted. You are at least five miles from a phone.

n. Your class is graduating in June. You have found out that there has been some mistake and that if you want to graduate with your class you will have to change your major from business to general.

3. Play back the tape recordings that are made and analyze them for standard usage.

LESSON 15
REVIEW

OBJECTIVES: Students will be able to recall and use standard usage and pronunciation forms presented during the semester.

Students will be able to practice oral communication.

Students will be able to discriminate in the use of standard and nonstandard usage and pronunciation forms.

MATERIALS: Worksheet--Lesson 15

List of anecdotes, such as those appearing in *Reader's Digest*

Series of pictures of teen-agers

Film depicting teen-agers

PROCEDURE:

Introduction

Have class members refer to their oral language notebooks and make a list of items covered during the semester which relate to pronunciation, usage, and communication practice.

1. Distribute copies of the worksheet which contains the following sentences which distinguish between the **CH-SH** sounds and provides practice with the final **ED** sound. Have students read the sentences chorally, and then tape record individual readings.
    1. Would you share your chair with me?
    2. The ship had a chip on its side.
    3. It was a chore to go to the shore.
    4. Can you touch your shin with your chin?
    5. Sheep are cheap this time of year.
    6. I've learned a lot this year.
    7. Have you looked at TV today?
    8. The fight lasted an hour.
    9. He tried to win.
    10. They shouted for the actor.
2. Have students write sentences containing the following pairs of words, and then have them read the words aloud.
    1. cheat -- sheet
    2. chime -- shine
    3. cheer -- sheer
    4. chop -- shop
    5. chalk -- shock
3. Ask students to label the following sentences on their worksheets as either standard or nonstandard. Allow time for correction of the nonstandard items, and then ask individuals to read the corrected sentences.

   1. I haven't seen anyone in the room.
   2. There wasn't any work left to be done.
   3. Bob didn't do nothing all day.
   4. They have hardly tried at all.
   5. I wouldn't try nothing with that child.
   6. I haven't gone nowhere for such a long time.
   7. Haven't you anything better to do?
   8. There weren't no books in the room.
   9. I haven't eaten any candy all day.
   10. We don't want no one to work.

4. Ask students to write sentences using the following words: **no one, nobody, can't, nothing, didn't**. Ask for volunteers to read these sentences to the class, and have the class members evaluate the sentences for correctness.
5. Direct students to label the following sentences as either standard or nonstandard, correct the nonstandard expressions, and then read the corrected sentences aloud.
   1. His book is more bigger than mine.
   2. She likes that book more better.
   3. I drive a faster car than you.
   4. He reads best than Sam.
   5. That is gooder than mine.
   6. She is the tallest of the three sisters.
   7. Please write your name more larger.
   8. Stella is happier than her sister.
   9. That is the best picture I've ever seen.
   10. I'm more tireder than you.

FOLLOW–UP

Note: Each of these follow–up activities is designed to give students an opportunity to practice oral expression. Since this activity will be scheduled at the end of the semester, it may be extended to use on those "days without books," for as long as is necessary.

I. Have available on separate cards anecdotes such as those appearing in *Reader's Digest*, and distribute them to the students.

Have each student select a card, take a few minutes to read the anecdote, and then *tell* (not *read*) it to the class.

Tape record these presentations, and have the class members evaluate them.

II. Have available a series of pictures taken from magazines such as *Life*, *Look*, etc., portraying people expressing various emotions.

Give a picture to each student, and have him describe it to the class, emphasizing the feelings of the people pictured.

Tape record the presentations and play them back for evaluation by the class members.

III. Show a film *without the sound*, which features teen–agers. (Public Library films may be used if films are not available from the Audio–Visual Section.)

Group students and have them write dialogues for selected scenes.

Have the groups present their dialogues in play form.

IV. Have students enact impromptu role playing situations. The following are sample situations which might be used.

1. Mother greets teen–age son (or daughter) as he (or she) comes in at midnight on a school night, when 10 p.m. had been the deadline.
2. News reporter interviews teen–ager who has witnessed a three–car accident on the freeway.
3. Neighbor comes to complain about loud noise at a Saturday night party.
4. Teen–ager tries to get permission from father to use the car for a Saturday night date.
5. Student discusses a grade of "D" in math with the teacher who gave him the grade.
6. Teen–ager tries to talk a policeman out of giving him a ticket for speeding
7. Two teen–age girls at lunch discuss their diet. One of the girls has bought a lunch which is *not* on her diet.
8. Two teen–agers in the same family discuss who should wash the dinner dishes.
9. Teen–age son (or daughter) tries to convince parents that he (or she) should receive more allowance.
10. Younger brother tries to persuade older sister (or brother) to help him with his homework, when older one wants to relax.
11. Son explains to father that the dent on the fender of the new family car occurred in a parking lot, not when he was behind the wheel.
12. Daughter tries to convince mother that skirts at the knee are out of fashion and that all her skirts should be shortened to at least three inches above the knee.

13. Daughters explain to mother that it isn't necessary for the whole family to be in the living room when their dates come calling for them.

14. One boy explains to another the technique to be used in asking a new girl in school for a date.

LESSON 16.
REMOTIVATION I

OBJECTIVES: Students will understand and be able to express the concept that communication is a means of expressing ideas, feelings, and emotions.

Students will understand and be able to express the concept that language is one of many means of communication.

Students will understand and be able to express that spoken language is called oral language.

Students will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation; and history and geography.

Students will understand and be able to express the concept that many languages have contributed words and terms to our language.

MATERIALS: Tapes M1 and M2, ''The Languages You Speak,'' Part I and Part II

Script, ''The Languages You Speak,'' Part I and Part II (See Lessons 1 and 2.)

Filmstrip, ''The Languages You Speak,'' Pictures No. 1 to No. 15.

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with students the meanings of the various concepts. Call on those students who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. **Play tape ''The Languages You Speak,'' Part I.** The tape begins, ''Language, what is it?. . .''
2. After playing the tape, ask students to explain the following, in terms of what they have just heard.
    1. communication
    2. language
    3. oral language
3. **Play tape ''The Languages You Speak,'' Part II.** The tape begins, ''Before we get involved in our study of language. . . .''
4. After playing the tape, ask students to explain what determines the language they speak.
5. Reinforce all the objectives by encouraging the students to relate and discuss personal experiences relative to the concepts expressed in the tapes.

FOLLOW–UP

I. Direct students to re–read the script, noting carefully important words such as communication, language, conversation, eavesdrop, interpretation.

Direct students to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.

II. Have students list the traffic signals or signs they encounter regularly on the way to school.

Have students discuss the actions to be taken by pedestrians and by drivers when they see these signs.

Have students list all types of warning signs commonly encountered.

Discuss with the students the purpose for the various warning signs.

Have students list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.

Lead a general discussion of these kinds of signs or symbols.

III. Direct students to find and bring to class on the following day a photo, picture, drawing, or other appropriate visual material that communicates a feeling or emotion to the observer. Have students organize and make a short oral presentation that expresses what they sense or feel when they look at the material that they brought. Have students explain also what in the picture or object causes their feeling or reaction.

LESSON 17

REMOTIVATION II

OBJECTIVES: Students will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social insolation, and concentration of people in small areas.

Students will understand and be able to express the concept that dialects are acceptable and effective means of communication.

Students will understand and be able to express the concept that standard English is necessary to communicate with other persons.

Students will understand and be able to express the concept that the way people speak reflects their background.

MATERIALS: Tape M3, ''The Languages You Speak," Part III

Script ''The Languages You Speak, " Part III (See Lesson 3.)

Display map, ''Major Dialect Areas of the United States."

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with students the meanings of various concepts. Call on those students who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. **Play tape ''The Languages You Speak," Part III.** The tape begins, ''Now let me check on you. What were we talking about last time?. . . "
2. After playing the tape, ask students to define the following terms:
   1. accent
   2. dialect
   3. geographical isolation
   4. social isolation
   5. standard English
3. Reinforce the definitions contained in this lesson and the previous lesson and the objectives of the lessons by encouraging the students to relate and discuss personal experiences relative to the concepts expressed in the tapes.

FOLLOW—UP

I. Direct students to compose dialogues or monologues indicating one or more of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origins of the speakers
4. Age of the speakers

Tape record several students' readings of their scripts.

II. Direct students to bring pictures from newspapers or magazines to class.

Direct students to write dialogues in which they show what they think the people in the pictures might be saying. Encourage students to experiment with accents. Impress on the students that the dialogues must reflect the job, age, sex, and national origin of each person portrayed.

III. Direct students to make up lists of words of foreign origin that are commonly used in English.

Select several students to look up the meanings of the words which are new to some members of the class. (Because it often is difficult to recall details without previous preparation, it is advisable for the teacher to prepare a list in advance.)

LESSON 18

B—V SOUNDS

OBJECTIVES: Students will be able to pronounce the **B** and **V** sounds clearly.

Students will be able to hear the difference between the **B** and **V** sounds.

Students will be able to differentiate between the **B** and **V** sounds in their speech.

MATERIALS:

Worksheet——Lesson 18
Worksheet——Lesson 18 Follow-up
Blank tape

PROCEDURE:

Introduction

Have students read the following aloud: "He spilled berries on his very best vest."

1. Point out the physical mechanics for producing the **B** and **V** sounds, as shown on the Pronunciation Chart.
2. Distribute worksheet containing the following words:

	A	B
1.	vest	best
2.	very	berry
3.	vein	bane
4.	veil	bail
5.	vote	boat
6.	veer	beer
7.	van	ban
8.	vent	bent
9.	vigor	bigger
10.	vase	base
11.	vet	bet
12.	vat	bat
13.	vow	bow
14.	vend	bend
15.	volt	bolt

3. Continue to emphasize the physical aspect, first pronouncing the words in Column A; then the words in Column B, and having students repeat them.
4. Have students pair off and face each other so that they may observe the way of making the correct sound. (A mirror might be helpful at this point.) Direct students to pronounce the words listed in columns A and B to each other; e.g., **vest, best; very, berry.**

(This step should be repeated several times, until the teacher feels that the students have thoroughly mastered the distinction.)

5. From the paired list in Section A of the worksheet, pronounce words in groups of four, repeating one of the paired words three times. Ask students to check on their worksheet the word that was said only once.

1. vest	best	vest	vest
2. very	berry	berry	berry
3. vein	vein	bane	vein
4. veil	veil	bail	veil
5. vote	boat	vote	vote
6. veer	beer	veer	veer
7. ban	van	van	van
8. vent	vent	vent	bent
9. vigor	bigger	vigor	vigor
10. base	vase	vase	vase
11. bet	bet	bet	vet
12. vat	vat	bat	vat
13. vow	vow	bow	vow
14. bend	bend	vend	bend
15. bolt	bolt	volt	bolt

6. Ask students the following questions and request that they write the answers on their worksheets. Call on students to give their answers in complete sentences; *e.g.*, in answer to question No. 1:

"A bride wears a veil on her head."

1. What does a bride wear on her head? (veil)
2. Who takes care of sick animals? (vet)
3. What has oars and floats on water? (boat)
4. What does an actor do when he completes his performance? (bows)
5. What is it that you should do on election day? (vote)
6. What do the ads say is cool and refreshing and comes in brown bottles? (beer)
7. What is a bouquet of flowers placed in? (vase)
8. What does a baseball player hit? (ball)
9. Where does a baseball player run after he hits a ball? (base)
10. What is one line of poetry called? (verse)
11. What carries the blood in your body? (vein)
12. What is the nickname of a vice-president (veep)
13. What is a person asked to post when he is let out of jail temporarily? (bail)
14. What falls off the trees in autumn? (leaves)
15. What kind of numbers are 2, 4, 6, 8, etc? (even)

7. Have several students record their readings of the following sentences. (Give special attention to students who have this mispronunciation problem.)

1. I bet he saw the vet.
2. You'd better put the flowers in the vase.
3. He did the best in everything.
4. Please leave him on base.
5. The view was beautiful.
6. They bought veal for dinner.
7. That was the biggest van I've ever seen.
8. Have you heard a beep?
9. I love to set the table.
10. The boat moved.
11. The ivy turned brown.
12. Every rabbit has fur.
13. He did the very best he could.
14. The vegetable had many leaves.
15. We took our vacation in Beaver Valley.
16. John gave her everything.
17. Everybody had a chance at bat.
18. Seven rabbits were in the ivy.
19. He jumped over the berry bush.
20. Our government provides for a veep.

8. Direct students to write five sentences that have other words with **B** and **V** sounds. Ask for volunteers to read their sentences, and encourage the class members to evaluate their pronunciations.

FOLLOW–UP

I. Have students write sentences using the pairs of words in Step 2 of the lesson. Have them read the sentences aloud, and tape record the readings. The more capable students may be asked to incorporate these words into a paragraph.

II. Call on individuals to read the following sentences, using one of the words in parentheses. Then, ask another student to identify the word which was used.

1. He had on his (best, vest).
2. He made a (bow, vow).
3. He received a large (boat, vote).
4. She tried to raise the (bail, veil).
5. They wanted to buy a (bat, vat).
6. We lost the (bet, vet).
7. The manager of the employment agency is trying to place a (bet, vet).
8. He ran toward the (base, vase).
9. It was a (bending, vending) machine.
10. The (ban, van) did not work.

III. Pair off students to alternate asking and answering the following questions. (Answers should be in complete sentences.)

1. Have they served lunch in the cafeteria today?
2. Have you ever proved to a teacher that you were right?
3. Have you seen the view from the observatory?
4. Have you ever saved five dollars?
5. Have you ever voted?
6. Have you ever been to Bakersfield?
7. Have you been on a boat?
8. Have you ever had baked beans?
9. Have you ever broken a bone?
10. Did you ever buy your baby brother a blue balloon?

IV. Ask students to write the plurals of the following words and to use them in sentences.

1. scarf
2. wolf
3. knife
4. loaf
5. life
6. leaf
7. thief
8. wife
9. self
10. calf

LESSON 19

ROLE PLAYING

OBJECTIVES: Students will be able to show their understanding of the characters in a story by developing dialogue which the characters might have spoken.

Students will be able to express themselves confidently in a role playing situation.

MATERIALS: *The Pearl*, by John Steinbeck (included in *Exploring Life Through Literature*)

List of role playing situations based on the story

Worksheet––Lesson 19 Follow–up

PROCEDURE:

1. As students read the novel, direct them to develop a written list of the character traits of Juana, Kino, the doctor, and the pearl dealers.
2. Discuss with the class the traits which are noted.
3. Form groups of students to create extended conversations which might have developed from situations in the the novel, such as the following:
    a. Dialogue between the doctor and his servant which might have taken place after Kino and Juana first brought the baby for treatment
    b. Dialogue between Juana and Kino in which they discuss what they will do with the money they receive for the pearl
    c. Dialogue between the doctor and Kino when the former is treating the child
    d. Dialogue between the pearl dealer and Kino that might take place when Kino was trying to sell the pearl
    e. Dialogue between two neighbors in La Paz telling the story of Kino's and Juana's return to the city
4. Ask pairs of students within the group to practice their dialogues.
5. Two members from each group could be chosen by the group to make the oral presentation. Tape record the presentation.
6. The tape should be played back, and the class could evaluate whether the character of each person, as revealed in the dialogue, was consistent with the way in which he was presented in the story.

FOLLOW—UP

Students may prepare and present conversations based on the novel, such as the following examples:

A. Conversation adapted from *The Pearl (pp. 655-656)*

Juana, Kino's wife, has found him outside their hut, with blood oozing from his scalp and a long, deep cut in his cheek. She brings him inside.

JUANA: Who?

KINO: I don't know. I didn't see.

JUANA: Kino, my husband. Kino, can you hear me?

KINO: I hear you.

JUANA: Kino, this pearl is evil. Let us destroy it before it destroys us. Let us crush it between two stones. Let us——throw it back in the sea where it belongs. Kino, it is evil, it is evil!

KINO: No, I will fight this thing. I will win over it. We will have our chance. No one shall take our good fortune from us. Believe me. I am a man. In the morning we will take our canoe and we will go over the sea and over the mountains to the capital, you and I. We will not be cheated. I am a man.

JUANA: Kino, I am afraid. A man can be killed. Let us throw the pearl back into the sea.

KINO: Hush, I am a man. Hush. Let us sleep a little. In the first light we will start. You are not afraid to go with me.

JUANA: No, my husband.

KINO: Let us sleep a little.

B. Conversation adapted from *The Pearl (pp. 658-659)*

Kino and Juana have left his home, which was in flames, after he killed an intruder who was trying to steal the pearl. They come to the home of his brother, Juan Tomas.

JUAN: Apolonia, see to the door, and do not let anyone enter. Now, my brother.

KINO: I was attacked in the dark. And in the fight I have killed a man.

JUAN: Who?

KINO: I do not know. It is all darkness——all darkness and shape of darkness.

JUAN: It is the pearl. There is a devil in this pearl. You should have sold it and passed on the devil. Perhaps you can still sell it and buy peace for yourself.

KINO: Oh, my brother, an insult has been put on me that is deeper than my life. For on the beach my canoe is broken, my house is burned, and in the brush a dead man lies. Every escape is cut off. You must hide us, my brother. Not for long. Only until a day has passed and the new night has come. Then we will go.

JUAN: I will hide you.

KINO: I do not want to bring danger to you. I know I am like a leprosy. I will go tonight and then you will be safe.

JUAN: I will protect you. Apolonia, close up the door. Do not even whisper that Kino is here.

(After spending the day in hiding in his brother's house, Kino and Juana plan to leave.)

JUAN: Where will you go?

KINO: To the north. I have heard that there are cities in the north.

JUAN: Avoid the shore. They are making a party to search the shore. The men in the city will look for you. Do you still have the pearl?

KINO: I have it. And I will keep it. I might have given it as a gift, but now it is my misfortune and my life and I will keep it.

JUAN: The wind is good. There will be no tracks. Go with God. You will not give up the pearl?

KINO: This pearl has become my soul. If I give it up, I shall lose my soul. Go thou also with God.

II. Students may participate in a discussion of communication in the novel, using the following questions as a guide.

A. What are the various kinds of communication which are found in the book?

1. *parag. 6)* "They had spoken once, but there is not need for speech if it is only a habit anyway. Kino sighed with satisfaction—and that was conversation."
2. *(p. 640 parag. 5)* "Then Kino's fist closed over the pearl and his emotion broke over him. He put back his head and howled. His eyes rolled up, he screamed and his body was rigid."
3. *(p. 642 parag. 7)* "'My son will read and open the books, and my son will write and will know writing. And my son will make numbers, and these things will make us free because he will know—he will do,' said Kino. And he had never said so many words together in his life. And suddenly he was afraid of his talking."
4. *parag. 8)* "It is wonderful the way a little town keeps track of itself and of all its units. If every single man and woman, child and baby acts and conducts itself in a known pattern and breaks no walls and differs with no one and experiments in no way and is not sick and does not endanger the ease and peace of mind or steady unbroken flow of the town, then that unit can disappear and never be heard of. But let one man step out of the regular thought or the known and trusted pattern, and the nerves of the townspeople ring with nervousness and communication travels over the nerve line of the town. Then every unit communicates to the whole."

What insights do these quotations give you into the nature of communication?

B. Why are the conversations of Kino and Juana, either between themselves or with others, so limited?

C. Do you notice that the speech of the priest (p. 643) was different from that of the other persons in the book? What was Steinbeck's purpose in making this distinction?

D. Notice the way in which the pearl dealer (p. 654) "communicated" with the other pearl dealers in conspiring to cheat Kino. Explain how this was done. Can you suggest some other examples of this kind of communication in daily life?

III. *(The following is a two-day activity.)* If supplementary novels are read, students may give oral reports. The following suggestions may be helpful:

A. If four or five students have read the same novel, they might present a panel discussion of these aspects:

1. theme
2. setting
3. characterization of one character
4. characterization of another character
5. plot

B. The *Cavalcade of Books* approach could be used, with students reviewing their books and presenting their recommendations.

LESSON 20

USES OF THE PAST AND THE PRESENT PERFECT FORMS OF TO BE, TO SEE, TO DO

OBJECTIVES: Students will be able to use correctly the past and the present perfect forms of three irregular verbs, **to be, to see,** and **to do.**

Students will be able to distinguish between the correct and incorrect uses of these verbs.

MATERIALS:

Tape D7
Worksheet––Lesson 20
Worksheet––Lesson 20 Follow–up

PROCEDURE:

Introduction

Explain the difference between the past tense and present perfect tense of the verb **TO BE** in the following way: (The grammatical terms will not necessarily be used in the presentation.)

Write on the chalkboard, ''He is at home.'' Ask, ''How would the sentence read if it began with the word **Yesterday**?''

Write the response on the chalkboard, ''Yesterday he was at home.'' Ask, ''How would the sentence read if it began with the words **Every day,** if the action began in the past and continues into the present?'' Write the response, ''Every day he has been at home.''

Emphasize that the **BEEN** form **must** have a helping verb with it.

1. Give students present tense of the verb and ask them to write the forms for the past and the ''continuous past.''
    1. It is Yesterday ____________ Every day ____________
    2. I am Yesterday ____________ Every day ____________
    3. The children are Yesterday ____________ Every day ____________
    4. He is Yesterday ____________ Every day ____________
    5. They are Yesterday ____________ Every day ____________
    6. Rita is Yesterday ____________ Every day ____________
    7. You are Yesterday ____________ Every day ____________
    8. She is Yesterday ____________ Every day ____________
    9. We are Yesterday ____________ Every day ____________
    10. John is Yesterday ____________ Every day ____________
2. Have students fill in the proper form of the verb **TO BE** on their worksheet.
    1. Yesterday Frank ____________ on first base.
    2. Fred has ____________ there a long time.
    3. Last night the dance ____________ a success.
    4. Have you ____________ in Los Angeles long?

5. Yesterday those lessons ________________ easy.
6. ________________ the test easy yesterday?
7. We have ________________ here a long time.
8. I have ________________ on time every day.
9. Has Charles ________________ in school today?
10. Have the boys ________________ in the room?

3. Call on individuals to read their sentences aloud. The readings may be tape recorded.
4. **Play tape for Drill 1.** The tape begins, ''In English the verb **TO BE** is a strange one . . . .'' Students are asked to respond to questions in the following manner:

   Question: ''Have you been to Mexico?'' ------------''Yes''
   Answer: ''Yes, I've been to Mexico.''

   (Note: Students should use contractions in giving their answers, when this is feasible.)

   1. Were you there? (Yes)
   2. Have you been there long? (Yes)
   3. Was there a good TV program on? (No)
   4. Has he been at school today? (No)
   5. Was the teacher patient? (Yes)
   6. Has the class been to the auditorium? (No)
   7. Were they on time? (No)
   8. Have the students been good? (Yes)
   9. Was Maria popular? (Yes)
   10. Has Johnny been honest with you? (Yes)

5. Ask students to pair off and each write five sentences using the present tense of **TO BE.** (This could be done for the previous night's homework assignment.) Then, as one student reads his sentence, the other student will put it into the past and "continuous past" forms.
6. **Play tape for Drill 2.** The tape begins, ''Listern carefully to the following sentences. . . .'' Ask students to mark the sentences on their answer sheet as either standard or nonstandard.

   1. Were you on the team?
   2. Jack been up all night.
   3. Has he been here since this morning?
   4. The track meet has been over for an hour.
   5. I've been busy for two hours.
   6. They been trying for years.
   7. That movie was good, weren't it?
   8. Were they absent?
   9. I'm happy today, but I wasn't yesterday.
   10. Have she been here today?

7. Call on students to read their answers and to give the standard forms to nonstandard sentences.

8. Summarize the important points of the lesson:
   a. The past tense of **TO BE** is **WAS.**
   b. The form used with **HAVE** or **HAS** is **BEEN.**
   c. Never use **BEEN** without **HAVE** or **HAS.**

FOLLOW–UP

I. Remind students that in the last lesson they learned that the past form of the verb **TO BE** is **WAS** and that the form used with **HAVE** or **HAS** is **BEEN.** Have them change this sentence according to the key word:

He__sees___the girl.
He __________the girl yesterday.
He has __________the girl every day.

Direct students to change each of the following constructions as was done in the exercise above.

1. It sees.
   Yesterday it __________.
   Every day it __________.
2. I see.
   I __________yesterday.
   I __________every day.
3. The children see.
   The children __________yesterday.
   The children __________ every day.
4. They see.
   They __________yesterday.
   They __________ every day.
5. Joan sees.
   Joan __________yesterday.
   Joan __________every day.

In the following sentences, have students fill in the correct past forms of the verb **TO SEE.**

1. She has __________him only three times.
2. Stella __________the dress she likes.
3. The vice-principal has __________ Juan's father.
4. The people have __________the trouble coming.
5. Phyllis Diller __________herself in the mirror and fainted.
6. Has the mechanic __________ your car?
7. Have the Dodgers __________the Angels' ball park?
8. Have you __________ *Hullabaloo?*
9. Maury Wills __________a fly ball coming.
10. They __________Sonny and Cher at the Trip.

Read the completed sentences aloud.

Play tape for Drill 3. The tape begins, "Answer the following questions according to the key word given after the question. . . ."

1. Have you seen *The Great Race?* (No)
2. Did you see *The Man From U.N.C.L.E.?* (Yes)
3. Did Mary see the accident? (No)
4. Have the boys seen the game? (Yes)
5. Has Pete seen his brother? (No)
6. Did Frank see the new car? (Yes)
7. Has the new student seen the cafeteria yet? (No)
8. Have the judges seen the best one yet? (No)
9. Did Henry see Rudy steal the watermelon? (No)
10. Has the nurse seen her first operation? (Yes)

II. Remind students of the following:

The past form of **TO BE** is **WAS** and the form used with **HAVE** or **HAS** is **BEEN.**

The past form of **TO SEE** is **SAW** and the form used with **HAVE** or **HAS** is **SEEN.**

Direct students to change the following sentence according to the key word:

He does his work.
He ____________ his work yesterday.
He has ____________ his work every day.

Direct students to change each of the following constructions, as was done in the exercise above:

1. Irene does the dishes.
   Irene ________ the dishes yesterday.
   Irene ________ the dishes every day.
2. You do your work.
   You ________ your work yesterday.
   You ________ your work every day.
3. She does well in school.
   She ____________ well in school yesterday.
   She ____________ well in school every day.
4. We do the exercises.
   We ____________ the exercises yesterday.
   We ____________ the exercises every day.
5. Pete does push–ups.
   Pete ____________ push–ups yesterday.
   Pete ____________ push–ups every day.

Direct students to fill in the proper forms of the verb **TO DO** in the following sentences:

1. Yesterday the class ____________ its assignment.
2. They have ____________ it well.
3. Yesterday the art class ____________ a mural.
4. Has Maria ____________ her hair yet?

5. Have the Beatles ____________ their number?
6. She ____________ the housework before going to school.
7. Has Carlos ____________ his share?
8. We ____________ the best in the city!
9. Has Ruth ____________ this work before?
10. You ____________ your best, ____________ you?

Play tape for Drill 4. The tape begins, "Answer the following questions according to the key word given after the question. . . ."

1. Did you do your best? (Yes)
2. Have you done your homework? (No)
3. Did she do her hair correctly? (Yes)
4. Has the team done its exercise? (Yes)
5. Did Virginia do the ironing? (No)
6. Has Stella done her exercise? (Yes)
7. Have the astronauts done their maneuvers? (Yes)
8. Did John do most of the driving from here to Las Vegas? (No)
9. Has Manuel done the brake job on the new car? (Yes)
10. Have you done what I asked you to do? (No)

III. Have students practice reading the following dialogue:

1. Have you seen Maria?
2. No, it's been a while. Why, what has she done?

1. She was a brunette, but now she's a blonde.
2. What did she do that for? It was nice the way it was.

1. Oh, she has seen all the blonde movie stars so she thinks that's the way to be famous.
2. Speaking of movie stars, have you seen Shirley MacLaine in *Gambit*?

1. No, but she's been one of my favorite stars. I've seen almost all her movies.
2. Oh, she was my favorite, too, but now I like. . .
Oh, Hi, Maria! Gosh, your hair looks great!

IV. Direct students to listen carefully to their fellow students for a few days and to jot down any examples of a misuse of the past or the present perfect forms of the three verbs that were studied (**TO BE, TO SEE, TO DO**).
Have them make a list of these nonstandard forms or usages and write the correct usage below each example. Perhaps this activity could be publicized through the school paper or the student council.

LESSON 21
LYRIC POETRY

OBJECTIVES:

Students will gain experience in pronunciation through the reading of lyric poetry.

Students will understand and be able to express the importance of having standard pronunciation.

Students will understand and be able to express that a variation of pronunciation creates a specific effect or emphasis.

Students will understand the pleasure that can be derived from the sounds of poetry.

MATERIALS:

Tape or recording of a lyric taken from a popular musical show, such as: *Camelot, Oklahoma, Carousel, etc.*

Copies of the words of the selected lyric

Recording of a selected lyric poem being read (See Follow–Up.)

Selected lyric poems from classroom anthologies

PROCEDURE:

Introduction

Play the recording of the selected lyric from a popular musical show.

1. Discuss the emotions expressed in the lyrics. Discuss the importance of rhythm, rhyme, and variation of pronunciation in order to achieve a given effect.
2. Distribute copies of the words of the selected lyric. Encourage volunteers to read aloud the selection. Remind the students of the importance of rhythm, rhyme, and variation of pronunciation for effect or emphasis.
3. Play recording of a selected lyric poem being read. (See Transcriptions of Lyric Poetry available through Audio-Visual Section, as listed at the end of the Follow–Up). Discuss the sounds of the poem.
4. Have students practice reading a selected poem from one of the anthologies.
5. Tape record individual students or groups of students reading the poem.
6. Play back the recordings for evaluation.

FOLLOW–UP

I. Direct students to read "tongue twisters" for pronunciation practice. (See supplement to this lesson.)

Have students write "tongue twisters" which emphasize such sounds as **CH, SH, B, V,** final **P, K,** and **ING.**

Tape record students reading a series of "tongue twisters" they have composed. Play back the recordings and evaluate.

II. Ask students to write the lyrics of comtemporary songs.

Have students read the lyrics providing the proper rhythm and pronunciation.

Tape record various students reading the lyrics and play back the recordings for class evaluation.

III. Play for appreciation recordings or tapes of lyric poems being read. Below is a partial list of recordings available from the Audio–Visual Section, Los Angeles City Schools. Refer to the current catalog for complete descriptions.

1961 Catalog

Number	**Title**
116	Adventures in American Literature
92	Leaves of Grass
283	Ogden Nash Reading From His Works
393–4, 397	Robert Frost Reading His Poems
5B, C, D, E, F, G, H	Twentieth Century Poetry in English
1962 Supplement	
444	Poet's Gold
1963 Supplement	
238	Edgar Allen Poe
418	Poems of Emily Dickinson
449	Poet's Gold
403	The Love Songs of Robert Burns
289	The Poets Read
1964 Supplement	
32	The London Library of Recorded English – Album 1 – Lyric Poetry

IV. Direct students to gather well–known limericks and read them to the class. Below are some examples of popular limericks that might be used.

There was a young lady of Crete,
Who was so exceedingly neat,
  When she got out of bed
  She stood on her head,
To make sure of not soiling her feet.

* * * *

There was a young lady of Lynn,
Who was so uncommonly thin
That when she essayed
To drink lemonade
She slipped through the straw and fell in.

* * * *

A fly and flea in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea.
So they flew through a flaw in the flue.

* * * *

There was a young lady of Crewe
Who wanted to catch the 2:02,
Said a porter, "Don't worry,
Or hurry, or scurry,
It's a minute or two to 2:02."

SUPPLEMENT

Tongue Twisters

1. A big black bug bit a big black bear and made a big black bear bleed.
2. Fanny Finch fried five floundering fish for Francis Fowler's fat father.
3. What wild whim led Whitey White to whittle, whisper, and whimper near the wharf where a whale might wheel and whirl?
4. Thomas Tatterfoot took taut twine to tie ten twigs to two tall trees.
5. The path of wrath may lead to death for both.
6. Slippery sleds slide smoothly down the sluiceway.
7. During the night he was doing his homework down in the dining room.
8. She sells sea shells by the seashore.
9. Does this shop stock short socks with spots?
10. Around the rugged rock the ragged rascal ran.
11. Three gray geese in the green grass grazing; gray were the geese, and green was the grazing.
12. The old scold sold the school a coal scuttle.
13. The rain fell on the plain in Spain.
14. How many people were there?
15. He held the icicle high and let it drop right beside the frightened child.
16. Trace the trees on a stencil with pencil. Then we'll trim them with tinsel.

LESSON 22

PRONUNCIATION OF FINAL –ING

OBJECTIVE: Students will be able to pronounce the final **ING** sound clearly.

MATERIALS:
Tape D8
Worksheet––Lesson 22
Worksheet––Lesson 22 Follow–up

PROCEDURE:

Introduction

On the chalkboard, write the sentence, "He was running across the field." Ask a student to read it aloud. Point out that many persons fail to pronounce the final **ING** sound clearly.

1. Distribute student worksheets with the following words:

running
jumping
swimming
laughing
walking
talking
trying
fighting
teaching
learning
eating
sleeping
cracking
rubbing
touching
studying
reading
writing
opening
closing

2. **Play tape for Drill 1.** The tape begins, "You have probably heard the old song . . ." The students will be asked to repeat the words in Step 1, above.
3. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences and repeat each one . . ."
    1. She was listening to the radio.
    2. The baby was crying for his bottle.
    3. The bus is leaving for the museum.
    4. I'm tired of looking at you.
    5. The boy had a seeing eye dog.
    6. The boys were playing baseball.
    7. What are you doing about your grades?
    8. She's taking a typing class.
    9. You're driving me crazy!
    10. Have you finished buying the groceries?

4. Pair off students and have one ask each of the following questions, while the other gives an original answer, using the underlined word in a complete sentence. If possible, circulate among the students with a microphone and tape record their responses.

    1. What are you having for dinner tonight?
    2. Why are you staying in this class?
    3. What is missing from your wallet?
    4. Who is standing in the hall?
    5. Who is sitting on the bus?
    6. What are you wishing for?
    7. Are you hard of hearing?
    8. What are they giving as a door prize at the dance?
    9. Where are you going after school?
    10. What is your friend wearing today?

FOLLOW–UP

I. Have students write sentences with each of the words in Step 1 of the lesson. Tape record various students reading their sentences.

II. **Play tape for Drill 3.** The tape begins, ''Each of the sentences you will hear has a verb in the past tense . . .''

1. John told him to be quiet.
2. Mary wore her red dress again.
3. The car stopped at the red light.
4. Mother fed the baby every day.
5. The girl typed the letter.

III. Tape record student readings of the sentences in Step 3 of the lesson.

IV. Have students pair off and practice the following dialogue. Tape record readings by as many pairs of students as possible.

1. Are you going to the game?
2. No, I have some reading to do for class. I'm trying to pass.

1. Oh, stop studying all the time. You're driving me crazy!
2. When you're looking at them making all those touchdowns, think of me learning my lesson.

1. Stop––I'm feeling too sad. You'll have me crying next.
2. O.K. We'll see who's right when you're up late studying for the test next week and I'm sleeping soundly.

LESSON 23

TV EMMY AWARDS

OBJECTIVES: Students will be able to give specific reasons for their likes and dislikes.

Students will be able to present their ideas orally.

Students will understand and be able to express the importance of being able to substantiate their opinions.

MATERIALS: Worksheet--Lesson 23

PROCEDURE:

Introduction

Ask students to list their favorite TV programs.

1. After students have listed their favorite programs, ask various students the reasons for their first choice. (Expected responses would include "It's good, interesting, funny," etc.) Establish with class the importance of substantiating an opinion or a choice.
2. Establish with class a criteria for judging the various types of television programs (comedy, drama, sports, news, western, science fiction). Form groups for the discussion of students' favorite shows in terms of the criteria the class developed. Distribute the worksheet with the suggested questions for discussing the shows.
3. Have each group nominate a first choice in each of the major categories (comedy, drama, sports, news, western, science fiction). The various group nominations should then be reported to the class by a representative of the group. The report should include reasons for the nomination. (Emphasize that the reason must be specific; e.g., "This comedy is creative and original. It does not rely on slapstick humor.")
4. Form a committee to appraise the various nominees and to select one winner in each category. The committee should announce the Emmy-winning programs. Each announcement should be accompanied by a citation listing the reasons for the awards. This activity could be taped for later playback and evaluation.

FOLLOW—UP

(Because the activities of the main lesson are likely to take several days to complete, only two follow—up suggestions are included with this lesson.)

I. A student may be selected to conduct ''man-on-the-street" interviews. He could carry a microphone and ask students to name their favorite TV shows and the reasons for their choices.

II. Students may be asked to give specific reasons for their preferences in other categories, such as movies, food, clothing, movie stars, teachers, or cars. For example, students could be asked to fill out a questionnaire giving their preferences. Then, individuals could be asked to give their reasons orally for one of their responses.

LESSON 24
ORAL EXPRESSION

OBJECTIVES: Students will be able to use standard English patterns of intonation.

Students will realize that tone of voice conveys meanings distinct from that of the words used.

MATERIALS:

Tape D9

Worksheet--Lesson 24

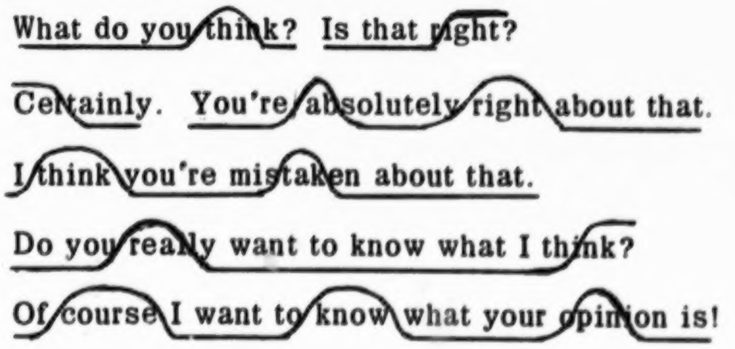
Worksheet--Lesson 24 Follow-up

PROCEDURE:

Introduction

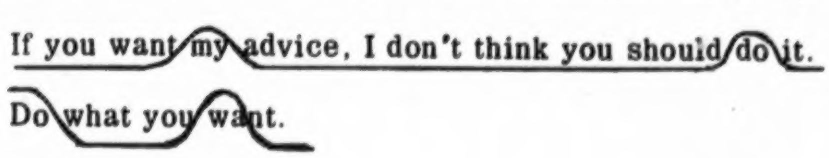
Write the word **oh** on the chalkboard. Ask five students in turn to pronounce it, each expressing one of the following emotions: fear, surprise, doubt, anger, happiness.

1. Discuss with students the way in which tone of voice affects the meaning of words.
2. Distribute slips of paper to five students, each slip with the name of a single emotion written on it. Ask each student to pronounce a certain word (e.g., "really"), according to the emotion noted on his slip of paper, and ask the class members to identify which emotion is being expressed.
3. **Play tape for Drill 1.** The tape begins, "Repeat each of the following sentences. . . ."



1. What do you think? Is that right?
2. Certainly. You're absolutely right about that.
3. I think you're mistaken about that.
4. Do you really want to know what I think?
5. Of course I want to know what your opinion is!

4. Ask students to practice the following substitution drills based on the above patterns.
   1. What do you think? Is that ________? (right, wrong, correct, incorrect)
   2. ________ . (Certainly, Of course, Naturally) You're absolutely right about that.
   3. ________. (I think, She thinks, John thinks) you're mistaken about that.
   4. Do you really want to know what I ________? (think, like, want)
   5. Of course I want to know what your ________ (opinion, desire, fear) is.
5. Tape record readings by individuals of sentences from the substitution drill.
6. **Play tape for Drill 2.** The tape begins, "Practice using emphasis in the following sentences . . . ."



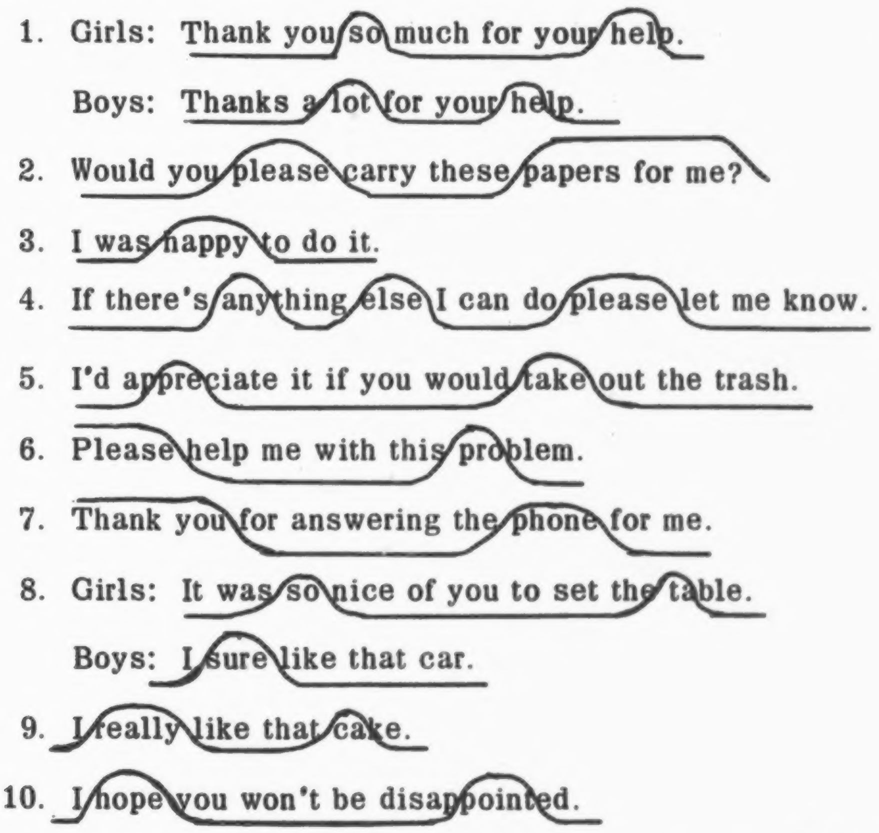
1. If you want my advice, I don't think you should do it.
2. Do what you want.

   3. If you don't like it, say so.
   4. You ought to stay in tonight.
   5. If you don't take my suggestion, you'll be sorry.
   6. I'm old enough to make up my own mind.
   7. You're just wasting your time.
   8. Don't look at me that way.

7. Ask students to mark the following sentences according to the intonation patterns being used. The markings on the sentences below are provided as a guide.
   1. Will you please get out of the room.
   2. Sit down, be quiet, and get to work.
   3. Where were you last night?
   4. If you don't study you'll fail the test.
   5. Get here on time or you'll receive a detention.
8. Tape record individual readings of the sentences.
9. Summarize important points of the lesson.

FOLLOW–UP

I. **Play tape for Drill 3.** The tape begins, "Girls, listen to each of the following sentences. . . ." This would be a good time to discuss the differences in intonation patterns for boys and girls. The patterns given are only approximations.



1. Girls: Thank you so much for your help.
   Boys: Thanks a lot for your help.
2. Would you please carry these papers for me?
3. I was happy to do it.
4. If there's anything else I can do please let me know.
5. I'd appreciate it if you would take out the trash.
6. Please help me with this problem.
7. Thank you for answering the phone for me.
8. Girls: It was so nice of you to set the table.
   Boys: I sure like that car.
9. I really like that cake.
10. I hope you won't be disappointed.

II. Direct pairs of students to write dialogues with 4 or 5 exchanges using the intonation patterns for positive expressions (as in Follow–up I). The following situations may be used:

1. Girl thanking boy for a date which she has enjoyed.
2. Teacher asking student for help and later thanking him for giving it
3. Boy or girl thanking hostess or host for a party
4. Family member thanking mother for dinner
5. Boss expressing his gratitude to his employee for a job well done

Tape record pairs of students reading their dialogues.

Lead students in evaluating the presentations, using the following criteria.

1. Did the students use expression in their voices?
2. Did the speech sound exaggerated?
3. Was the emotional content conveyed through the intonation?

III. Direct pairs of students to write dialogues with 4 or 5 exchanges using the intonation patterns for negative expressions (as in Step 6 of the main lesson).

1. Boy and his father discussing the use of the family car
2. Two girls discussing one boy whom they both like
3. Mother and daughter discussing regulations regarding hours
4. Teacher discussing a student's poor grades with him
5. Boss discussing an employee's tardiness with him

Tape record pairs of students reading their dialogue.

Lead students in evaluating the presentations, using the same criteria as in II.

IV. Have individuals read the following sentences emphasizing the various words in parentheses and have other students draw the intonation patterns which they hear. Then discuss how the meaning of each sentence was changed by the change in emphasis.

1. Can she cook dinner?
   (can – she – dinner)
2. Do you want me to do this?
   (do – me – this)
3. Did he do that?
   (he – do – that)
4. Do you expect me to work?
   (you, expect, me, work)
5. Would you please keep quiet?
   (you, please, quiet)

LESSON 25

JOB INTERVIEW I

(Since most job interviews are based on the application form, this lesson is integral to the oral interview.)

OBJECTIVES: Students will be able to supply the information needed for a job interview.

Students will be aware of the need for correct standards of behavior for a job interview.

Students will be able to phone effectively to obtain an appointment for a job interview.

MATERIALS: Tape D10

Worksheet--Lesson 25

PROCEDURES:

Introduction

Ask any students who have had job interviews to relate their experiences.

1. Point out to students that their job application and interview are two important steps to getting a good job.
2. Discuss points to remember in a job interview and write them on the chalkboard.
   a. Be on time.
   b. Go alone!
   c. Have a neat appearance.
   d. Don't chew gum; don't smoke.
   e. Be brief.
   f. Ask for a specific job or type of work.
   g. Tell how you fit the job.
   h. Have your papers with you.
   i. Don't talk about personal problems.
3. Distribute the worksheet, "Tips on How to Get the Right Job."
4. Aid students in filling out the preliminary information. Be sure they understand the meaning of the words "residence" and "references."
5. **Play tape for Drill 1.** The tape begins, "As you listen to the following telephone conversation . . ." The tape includes two sample telephone conversations in which a person asks for an appointment for a job interview. The students will be asked to judge why one was successful and the other was not.
6. Give students guidelines for phoning for an interview.
   1. Begin by giving your name. Say, "This is Mr. (or Miss)____________calling."
   2. Give the reason for your call. Say, "I'm calling about your ad in today's *Times* for a sales trainee."
   3. Now, wait a few seconds for any questions. If there are questions, answer them.
   4. If there are no questions, give some facts about yourself. Tell the person your age, your educational background, and any work experience you may have had.

5. Tell him why you are interested in the job. Then, wait for any questions he may want to ask.
6. Ask any questions you may have about the job. What is the salary? Where is the job? What are the working hours? What kind of work will you be doing?
7. Write down the answers to your questions. Be sure to get the right address of the company and the name of the person you are to see.
8. Try to set up an appointment with him. Ask, ''What would be a good time for me to see you?'' Or, ''When will you be having interviews for this job?''

JOB INTERVIEW I

Tips on How to Get the Right Job*

A. **GET READY FOR THE INTERVIEW.**

Your future employer is a very busy person. He has a half hour or less in which to decide whether to hire you.

Be ready to answer his questions honestly and quickly.

Complete the following check list and keep it. Take it with you to the interview.

________ My residence is ____

____.
City State Zipe Code

________ My telephone number is ____.

________ My Social Security Number is ____.

I am going to name the following persons as references.
________ I have asked them and have their permission.

____
Name Address Telephone Number

____
Name Address Telephone Number

____
Name Address Telephone Number

________ As proof of age, I have my driver's license.

________ My personal appearance is ready for the interview.

________ Proper clothing ________ Haircut or hairdo ________ Shoes shined

________ I know why I want to work for *this* company.

---

*Adapted from *Tips on Getting a Job,* California State Employment Service, Department of Employment.

B. **KNOW YOUR WORK RECORD.**

The last job I had was with

____.
Name of Company Street Address Telephone Number

____.
From Month–Year To Month–Year

I left this job because ______________________________________.

C. **KNOW WHAT TO DO DURING THE INTERVIEW.**

The kinds of work I can do are ______________________________.
(Avoid saying, "I can do anything.")

I would like to work by doing ________________________________.

For this kind of work, I think I should earn about $____________per hour.

I would like to know what is expected of me as a worker.

D. **KNOW WHY PEOPLE SOMETIMES DON'T GET THE JOB THEY WANT.**

__________Their appearance did not fit the job.

__________They were late for the interview.

__________They were untrained for the job.

__________They were not very courteous. They talked too much.

__________They talked about their personal problems.

__________They forgot to bring their reference papers.

__________They took a second person to the interview (a friend or relative).

__________They did not give enough information in their replies to questions.

FOLLOW—UP

I. If possible, arrange, with your administrator's approval, for employment interviewers from local business concerns or from the State Employment Service to speak to the class regarding what they look for in an interview.

II. Have students practice phoning for an appointment for a job interview. (The Tele—Trainer may be used, if available.)

III. Recent graduates or school personnel may be asked to speak to the class regarding their experience in a job interview.

IV. Students may visit local businesses and make a compilation of sample job interview forms.

LESSON 26

DOUBLE NEGATIVE

OBJECTIVES: Students will be able to use the negative construction effectively.
Students will recognize the double negative construction as nonstandard.

MATERIALS: Tape D11
Worksheet--Lesson 26
Worksheet--Lesson 26 Follow-up

PROCEDURE:

Introduction

Ask students to list as many negative words as they can. Then, ask a few students to use these words in sentences.

1. Write some of the students' sentences on the chalkboard. If any double negative constructions are used, contrast these with the standard constructions.

   Examples:

   He doesn't have **anything.** (standard)
   He doesn't have **nothing.** (nonstandard)
   They don't have **any** paper. (standard)
   They don't have **no** paper. (nonstandard)

2. Emphasize that in standard English a sentence needs only one negative. Also point out that **n't** in contractions is a negative form.
3. **Play tape for Drill 1.** The tape begins, ''Have you ever heard an expression like this?. . .'' The girls will be directed to repeat what is said by the female voice, and the boys will repeat what is said by the male voice. Point out that the word **No** preceeding the negative answer is not considered a part of the sentence which follows it.

   1. Does she ever go there?
      No, she never goes there.
   2. Does he have any money?
      No, he doesn't have any money.
   3. Will you listen to him?
      No, I won't listen to him.
   4. Was anybody absent?
      No, nobody was absent.
   5. Did you find something?
      No, I didn't find anything.
   6. Do you ever smile?
      No, I never smile.
   7. Do they have any candy?
      No, they don't have any candy.
   8. Will he write them?
      No, he won't write them.
   9. Was anybody angry?
      No, nobody was angry.
   10. Did he do something?
      No, he didn't do anything.

4. Have the students pair off and alternately ask the questions and answer them.
5. **Play tape for Drill 2.** The tape begins, ''Answer the following questions negatively. . . .''

1. Did John want some records?
2. Did he drink any coke?
3. Did Frances buy any dresses?
4. Did she lose some weight?
5. Do we waste any food?
6. Does your car have any tires?
7. Does the bulletin have any instructions?
8. Does she have any excuse?
9. Does she come to work early any morning?
10. Did the teacher do any work?

6. **Play tape for Drill 3.** The tape begins, "Answer the following questions negatively, using the key word given, in your answer. . . ."
   1. Did anyone win the jackpot? (nobody)
   2. Was anything done about your accident? (nothing)
   3. Did either forget the money? (neither)
   4. Will he ever earn an A? (never)
   5. Will she ever become cheerleader? (won't)
   6. Do you want to dance? (don't)
   7. Have they done their work? (haven't)
   8. Can she answer the questions? (can't)
   9. Does Christmas ever come in July? (never)
   10. Will their team win? (won't)
7. Review the important points of the lesson.
   1. In standard English, a sentence needs only one negative word.
   2. The word **No** preceeding a negative answer is not considered a part of the sentence which follows it.
   3. The **n't** in contractions (can't, won't, etc.) is a negative construction.

FOLLOW–UP

I. Give students an opportunity to make up their own questions, using words such as **anyone, someone, something, anything,** etc., which could be answered negatively.

A. Direct students to pair off and ask each other the questions.

B. Tape record as many of the responses as possible, and play back the recording for evaluation.

II. **Play tape for Drill 4.** The tape begins, "Answer the following questions negatively, using the key word in your answer. . . ."

III. 1. Does he ever oversleep? (hardly)
2. Can the dog reach the fence? (barely)
3. Can you understand German? (hardly)
4. Was Pete on time for class? (barely)
5. Is she tall enough to be an airline stewardess? (barely)
6. Was there enough food for all of them? (scarcely)
7. Could he lift the boxes? (hardly)
8. Was there enough room to play basketball? (scarcely)
9. Could they make the trip with the money they had? (barely)
10. Was it warm enough to swim? (scarcely)

III. Direct students to change the following nonstandard contructions to standard ones:
1. My friend doesn't never eat much.
2. She can't hardly walk in her new shoes.
3. We don't never get to do nothing.
4. He didn't ask nobody a question.
5. He don't have nothing in his pockets.
6. He don't never phone me.
7. If you go there once, you won't never go again.
8. There wasn't nobody to help me.
9. I didn't need nothing, so I didn't ask nobody to help me.
10. He don't never eat here no more.

IV. Ask students to listen carefully to other students at school and to list any double negative constructions they hear. Then, as students read their lists in class, the other class members should "translate" them into standard English.

LESSON 27

JOB INTERVIEW II

OBJECTIVES: Students will be able to correctly fill out an application for employment.

Students will be able to express themselves confidently in a job interview situation.

MATERIALS:

Tape D12

Worksheet––Lesson 27

Blank tape

PROCEDURE:

Introduction

Review the Worksheet, "Tips on How to Get the Right Job." *(See Lesson 25.)*

1. Distribute sample Job Application Form and assist students in filling it out, using information they had previously gathered.
2. **Play tape for Drill 1.** The tape begins, "Listen carefully to this job interview. . ." Lead class in discussion of the unfavorable aspects presented.
3. **Play tape for Drill 2.** The tape begins, "Now listen to this sample interview. . ." After listening to the tape, discuss the good points of the interview.
4. With the teacher acting as the interviewer, conduct a sample interview before the class.
5. Have the class members pair off and alternately act as the interviewer and interviewee. (Meanwhile, the teacher can circulate about the room and tape record selected interviews.)

Note: No separate follow–up activities are provided for this lesson, since it will take at least a week for all students to have an opportunity to tape their interviews.

JOB INTERVIEW II

Application for Employment

PLEASE PRINT Date ______________ City ______________

Name Miss / Mrs. / Mr. ____
Last First Middle

Residence Address ______________________________________ Tel. No. ______________
Number Street City Zone

How long have you lived in this city? ______________ How long at the above address? ______________

Date of birth ______________ What proof of age do you have? ______________ Are you a Citizen of U.S.A.? ______________

Are you: Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced ☐ Social Security No. ______________

No. of dependents __________ Age of children __________ Do you live with spouse __________ parents __________ other __________

Person to notify in case of accident: Name ______________________ Address ______________________

Please Complete Balance of Form in Your Own Handwriting

Height ______________ Weight ______________ Write with left ______________ or right hand ______________

Do you object to working Saturday, Sunday, Holidays, or day, evening, or night hours? ______________

Typing Speed (w/m) ______________ Dictation Speed (w/m) ______________

What business machines can you operate? ______________________________

Education:

	Name of School	City and State	Major	Highest Year completed	Year Completed
High					
Junior College					
College					
Other					

Name you used while attending school, if different from above ______________________

School or campus activities and honors won ______________________

Are you a licensed motor vehicle operator? Yes ______________ No ______________

Name ______________________________

Have you ever been arrested for other than minor traffic violations? ______________________________
(Yes or No)

If Yes, Give (1) Offenses, (2) Dates, (3) Places of Arrest, and (4) Disposition of Cases ______________________________

Kind of Work Desired: ______________________________

Please Fill Out Reverse Side of Form

3

List Your Other Jobs. Start With Last Job Held

Name ______________________________
Last First Middle

Employer	Position Held and Department	Name and Title of Immediate Supervisor	Type of Work	Date of Beginning Employment	Date of Ending Employment	Wages or Salary
Firm Name ________						
Street Address ________						
City ______ Zone ____ State ______						

Tel. No. ________ Why did you leave? ______________________ Name under which employed ________

Firm Name ________						
Street Address ________						
City ______ Zone ____ State ______						

Tel. No. ________ Why did you leave? ______________________ Name under which employed ________

Firm Name ________						
Street Address ________						
City ______ Zone ____ State ______						

Tel. No. ________ Why did you leave? ______________________ Name under which employed ________

Name ______________________________

Military Service Record:

Selective Service or Reserve Status ______________________________

____

Date of Entry ______________________________ Rank at discharge ______________________________

Date of Discharge ______________________________ Rating or specialist ______________________________

Branch of Service ______________________________ Type of discharge ______________________________

Give two personal references, not relatives or persons for whom you have worked.

Name	Mailing Address	City	Zone	State	Tel. No.	Business or Profession

LESSON 28

AGREEMENT OF SUBJECT AND VERB

OBJECTIVES: Students will be able to use correctly the third person singular forms of verbs.

Students will be able to achieve agreement between third person subjects and verbs.

MATERIALS:

Tape D13
Worksheet––Lesson 28
Worksheet––Lesson 28 Follow-up

PROCEDURE:

Introduction

Tell Student A: ''You erase the board every day at the end of the period. What do you do every day?'' (Response: ''I erase the board every day.'')

Then ask Student B to describe what Student A does every day. (Response: ''He erases the board every day.'')

1. Continue the introductory drill through a number of classroom activities (stand, walk, sit, etc.) writing elicited responses on the chalkboard in the simple present tense. Lead students to discover that in the third person singular the verb ends in **s**.
2. Distribute the worksheet on which the following subjects are listed:

I
John
the children
they
we
Mary
the students
you
Mr. Rodriguez
it
the worker
the boy

Then, pronounce each of the following verbs, giving the class members the opportunity to combine the verbs with each of the subjects.

Example: talk

I talk
John talks
The children talk, etc.

Verbs: run, say,
do, try,
have

3. Direct students to write in the space provided on their worksheets the form of each verb which goes with each of the following subjects:

	do	**eat**	**dance**	**drive**	**go**	**talk**
Maria	______	______	______	______	______	______
You	______	______	______	______	______	______
They	______	______	______	______	______	______
Children	______	______	______	______	______	______
He	______	______	______	______	______	______
I	______	______	______	______	______	______

Ask the students to create sentences with each of the combinations.

4. Call on individuals to read across the list. Lead students to discover that the verbs ended with **S** in third person singular.

5. **Play tape for Drill 1.** The tape begins, "In standard English, the verb has an s. . . ." Students will be asked to substitute each key word for the subject in the sentences below, according to this pattern. (To provide for discrepancies, explain that some verbs will take an **es** ending.)

I go to the market every Saturday.
MRS. SANCHEZ ______________________

Mrs. Sanchez goes to the market every Saturday. *Key* -- **She**
She goes to the market every Saturday.

1. **They** study in the library.
   John – He
2. **We** work in the garage.
   Mr. Romero – He
3. **I** learn to drive the family car.
   Joe – He
4. **You** teach the children to play baseball.
   Mr. Garica – He
5. **Mary** and **Joe** dance well.
   Charles – He
6. The **employees** strike for higher wages.
   Mrs. Silva – She
7. Do **you** think the party was a success?
   John – He
8. **They** have the necessary equipment.
   The company – It
9. Do **they** speak English?
   Carlos – He
10. The **animals** eat the food.
    The dog – It

6. Assign five additional patterns for homework and for future tape recording.

1. **They** say it will be a cold winter.
   The weatherman ______________________
   He ______________________
2. The **members** of the team run around the track.
   Miguel ______________________
   He ______________________

3. **You** walk through the park on your way to school every day.
   Ann ______________________________
   She ______________________________
4. **They** grow vegetables in their garden.
   Mrs. Soto ______________________________
   She ______________________________
5. **I** stay after class to get the homework.
   Frank ______________________________
   He ______________________________

7. Summarize the main point of the lesson: third person singular verbs end in **s**.

FOLLOW—UP

I. Tape record readings by students of their responses to the patterns given in Step 6 of the lesson. The following patterns may be used for additional practice:

1. The dairy association wants you to drink milk.
   Your mother____
   She____
2. The doctors give aid to the needy.
   Dr. Gomez____
   He____
3. I go to the dance every Saturday night.
   Elena____
   She____
4. They imagine the world is coming to an end.
   Frank____
   He____
5. The Dodgers want to win the pennant again.
   The team____
   It____

II. **Play tape for Drill 2.** The tape begins, "Answer the following questions in the affirmative. . . ."

1. Does this school have a cafeteria?
2. Does Batman always win?
3. Does Los Angeles have smog?
4. Does a girl talk more than a boy?
5. Does President Grant rest in Grant's tomb?
6. Does a dog walk on four legs?
7. Does Mrs. Johnson speak with an accent?
8. Does an actress want to win an Oscar?
9. Does success give some people happiness?
10. Does music make you want to dance?

III. **Play tape for Drill 3.** The tape begins, "Repeat each sentence that you hear. Then insert the key words after the subject. Notice that the verb will remain the same. . . ."

1. The boy doesn't want trouble. (in the red shirt)
2. One doesn't make sense. (of those songs)
3. A quart doesn't cost much. (of oil)
4. The dress doesn't fit her. (which she wore)

5. The car doesn't start sometimes. (in the garage)
6. The test doesn't seem hard. (we had yesterday)
7. The teacher doesn't give homework. (in Room 12)
8. The radio doesn't work. (in the living room)
9. The pen doesn't write very well. (with the blue ink)
10. The drawer doesn't open easily. (of her desk)

IV. Direct students to obtain information regarding one of the following and organize it into a description with verbs in the third person singular:

1. Week-end activities
2. Present school program
3. A recent exciting experience
4. Working experiences

Have students record their description. The description might go like this: ''Frank goes to work every day at 3 p.m. He works at the local grocery store. He carries groceries to the shelves from the stockroom,'' etc.

LESSON 29

PRONUNCIATION OF FINAL CONSONANTS P AND K

OBJECTIVE: Students will be able to pronounce distinctly the final **P** and final **K** sounds.

MATERIALS:
Tape D14
Worksheet--Lesson 29
Worksheet--Lesson 29 Follow-up

PROCEDURE:

Introduction

Write the following sentences on the chalkboard and ask students to read them, as a device to emphasize the final **P** and **K** sounds.

> Rick made a mistake. He stopped to pick up a stick and his friends stole his cake. With only milk, poor Rick was sick.
>
> Poor Pop Trapp dropped his pipe and leaped into the cheap swap shop. At first the cop tapped his cap and said, ''Let's trap Pop.'' But Pop sat up and said, ''Is this the shop where I can get a cheap pork chop?''

1. **Play tape for Drill 1.** The tape begins, ''Repeat each of the following pairs of words. . . .''

   bake – bank
   clerk – clock
   deck – desk
   look – lock
   pick – pock
   slick – sick
   truck – track
   wake – work

   cheap – chop
   cap – cup
   dope – drop
   heap – leap
   lip – lap
   pop – pipe
   ship – shop
   sweep – swap

2. Call on individuals to read selected groups of words.
3. **Play tape for Drill 2.** The tape begins, ''Listen to the following sentences and repeat them. . .''
   1. Look at those cheap clothes in a heap.
   2. The bank clerk called a cop.
   3. The thief tried to pick the lock of the shop.
   4. The sick clerk could not work.
   5. Nick tried to swap a clock for a trunk.
   6. Get the milk so we can bake a cake.
   7. Do you think you can help Mark make breakfast?
   8. Would you like to see the deep lake?
   9. The thick dark smoke poured through the camp.
   10. When Frank looked at a map, he was homesick for his country.

4. Call on individuals to read the sentences.
5. Distribute worksheet on which the students will be asked to complete each of the following sentences with a word ending in either the **P** or the **K** sound.
    1. He ate his dinner with a ______________. (fork)
    2. Put the dishes in the ______________. (sink)
    3. Little children like to play jump ______________. (rope)
    4. We went to the library to select a ______________. (book)
    5. The teacher's rollbook is in the top drawer of her ______________. (desk)
    6. The customer wrote a ______________ for ten dollars. (check)
    7. You need a ______________ knife to cut meat. (sharp)
    8. The meat from a pig is called ______________. (pork)
    9. The prisoners dug a hole in order to ______________. (escape)
    10. The train ran on a ______________. (track)
6. Call on individual students to read the completed sentences.

FOLLOW–UP

I. Give students selected words from the supplementary sheet and direct them to use the words in sentences. Have students record their reading of these sentences.

II. **Play tape for Drill 3.** The tape begins, "Repeat the following pairs of words."

cheap – cheek
chump – chunk
coop – cook
lamp – lake
tap – tack
trap – track
chip – chink
chop – chock
creep – creek
lap – lack

III. Direct student to create sentences, using the pairs of words listed in II. above.

IV. Direct students to read the following sentences.

1. The band played in front of the bank.
2. Did you hear the dog bark behind the barn?
3. It's a trick to keep trim.
4. It's not good form to eat jello with a fork.
5. The cub drank out of a cup.
6. Did you dip into the water?
7. Only a dope would jump off a dome.
8. Because of the heat the children fell into a heap.
9. The baby lamb tried to jump on the child's lap.
10. Rip the rim off the tire.

SUPPLEMENT

alike
attack
back
bake
bank
bark
black
blank
block
book
break
breakfast
brick
brook
cake
chalk
chick
check
cheek
choke
chunk
clerk
clock
cook
crack
creak
creek
dark
deck
desk
disk
drink
fake
flock
folk

fork
homesick
ink
joke
kick
lack
lake
like
lock
look
luck
make
milk
mistake
neck
pack
pick
pock
poke
pork
quick
risk
rock
sake
sack
sick
silk
sink
slick
smoke
snake
sneak
sock
speak
stick

stink
stock
stuck
tack
task
thank
thick
think
track
trick
truck
trunk
wake
walk
wink
work

Nick
Rick
Dick
Dirk
Clark
Mark
Frank
Kirk
Erik

asleep
camp
cap
cheap
chip
chop
cop
creep
crop
cup
damp
deep
dip
develop
dope
droop
drop
dump
equip
escape
group
gyp
heap
help
hip
hop
jeep
keep
jump
lap
leap
lip
map
mop
nap

pipe
pop
rap
rip
rope
seep
shape
sharp
sheep
ship
shop
sleep
slip
slope
snap
snoop
soup
steep
step
stop
strip
swap
sweep
tap
tape
tip
top
trap
trip
troop
type
up
whip
wrap

Phillip
Kip
Hope

LESSON 30

REVIEW

OBJECTIVES: Students will be able to recall standard usage and pronunciation forms learned during the semester.

Students will be able to practice oral communication.

Students will be able to discriminate in the use of standard and nonstandard usage and pronunciation forms.

MATERIALS: Tape D15

Worksheet—Lesson 30

PROCEDURE:

Introduction

Distribute the worksheet on which the following words are listed. Tape record readings of the list by students who volunteer to do so. Play back the recordings for class evaluation of standard pronunciation.

1. vest
2. equip
3. wash
4. learning
5. caused
6. vase
7. slick
8. ring
9. cooked
10. curved
11. track
12. closed
13. watching
14. base
15. bring
16. cap
17. berry
18. added
19. spitting
20. asked
21. vet
22. lock
23. pushing
24. church
25. sweep
26. bigger
27. worked
28. desk
29. bile
30. invited

1. Direct students to tape record the following sentences, using the words in the above list. Play back the recording for class evaluation.
    1. The vet was watching them wash the big dog.
    2. Were you invited to bring some cooked food?
    3. The lock on the church door worked very well.
    4. The child is learning not to open a closed desk.
    5. The slick oil on the curve of the track caused an accident.
2. Students may be asked to write their own sentences, using the words from the introduction.

3. **Play tape for Drill 1.** The tape begins, "Mark the following sentences on your worksheet as standard or nonstandard. . . ."

    1. He been there for two years.
    2. Was the assembly a success?
    3. Frank been trying to pass English for two semesters.
    4. She seen a pretty dress in the window.
    5. We seen a good basketball game at UCLA.
    6. Have you seen the Academy Awards program?
    7. Angie did the housework early in the day.
    8. I haven't done anything.
    9. He done a good job.
    10. Have you done your work?

    After the students have heard the tape, give them an opportunity to correct the nonstandard items on the worksheet. Then, call on individuals to read their sentences.

4. Ask students to write sentences using each of the following words: **wouldn't, nothing, hasn't, nobody, won't.** Then, ask the students to read their sentences aloud.

5. **Play tape for Drill 2.** The tape begins, "Mark the following sentences as standard or nonstandard. . . ."

    1. Mrs. Rivera cook turkey very well.
    2. One of the shirts were dirty.
    3. The woman with the dark eyes is very pretty.
    4. He don't study for his test.
    5. Al stay on the field until 6 p.m.
    6. The man on the corner don't have any money.
    7. Does Maria speak English?
    8. Each of the students have won a scholarship.
    9. She walk to school every day.
    10. Ralph wants to earn his letter.

6. Ask students to correct the nonstandard expressions and to read their revisions aloud.

FOLLOW–UP

(Each of these follow–up activities is designed to give students an opportunity for oral expression. Since this activity will come at the end of the semester, it may be extended to use on those "days without books," as long as necessary.)

I. Telling a story

A. Collect anecdotes similar to those published in *Reader's Digest* on separate cards to distribute to students.

B. Have each student select a card, take a few minutes to read the anecdote, and then *tell* (not *read*) it to the class.

C. Tape record these presentations and have the class members evaluate them.

II. Describing a picture

A. Collect a series of pictures with emotional content, such as those published in *Life, Look,* etc.

B. Give a picture to each student and have him describe it to the class, emphasizing the feelings of the people pictured.

C. Tape record these presentations and have the class members evaluate them.

III. Writing dialogue

A. Show a film *without the sound* which features teen–agers (Public Library films which are on the approved list may be used if suitable films are not available from the Audio–Visual Section.)

B. Group students and have them write dialogue for selected scenes.

C. Have the groups present their dialogues in play form.

IV. Impromptu role playing

The following are a few suggestions:

1. Mother greets teen–age son (or daughter) as he (she) comes in at midnight on a school night, when 10 p.m. is the deadline.
2. News reporter interviews teen–ager who has witnessed an accident on the freeway in which three cars were involved.
3. Neighbor comes to complain about loud noise at a party on Saturday night.
4. Teen–ager tries to get permission from father to have the car Saturday night for a date.
5. Student discusses grade of "D" which he received in math with the teacher who gave him the grade.
6. Teen–ager tries to talk policeman out of giving him a ticket for speeding.
7. Two teen–age girls at lunch discuss their diet. One of the girls has bought a lunch which is *not* on her diet.
8. Two teen–agers in same family discuss who should do the dinner dishes.
9. Teen–age son or daughter tries to convince parents that he or she should receive more allowance.
10. Younger brother tries to convince older sister or brother to help him with his homework, when older one wants to relax.

SUPPLEMENTARY LESSON 1

FRONT VOWELS I

OBJECTIVES: Students will be able to pronounce clearly **e** (bait), **E** (bet), and **æ** (bat) sounds.

Students will be able to hear the differences among these sounds.

Students will be able to make the physical movements of mouth, jaw, and tongue in producing these sounds.

MATERIALS: Tape D16

Worksheet--Supplementary Lesson 1

PROCEDURE:

1. Demonstrate the physical movements involved in making the **e**, **E**, and **æ** sounds (bait, bet, bat). Have students notice the differences in the position of the jaw by putting their hands on their own jaws.
2. Distribute worksheet with the following words on it. Pronounce five groups of words which discriminate among the sounds, and have students repeat them.

	A	B	C
1.	pain	pen	pan
2.	bake	beck	back
3.	laid	led	lad
4.	mate	met	mat
5.	lace	less	lass

3. **Play tape for Drill 1.** The tape begins, "Read silently the following words. . ." Have students repeat the words from Step 2.
4. Read five words from the above list for students to identify, and have each student write down the words he hears.
5. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences. Then repeat each sentence. . ."

    1. Have you met him?
    2. He laid the carpet.
    3. It's on the mat.
    4. He has a pain.
    5. Put it in the pan.
    6. She has a lace dress.
    7. He is at my beck and call.
    8. Come back!
    9. Bake a cake.
    10. Jane is a young lass.
    11. He's a lad.
    12. They led the parade.
    13. He has a mate.
    14. Write with a pen.
    15. They have less money.

6. Have selected students record the following sentences:
   1. Did she bake it in the back room?
   2. His dad was dead.
   3. The wreck was upon a rack.
   4. The dishes sat where she set them.
   5. Put the pen in the pan.
   6. There was less lace on that dress.
   7. He wore a cap and cape.
7. Play back the recording of the students' readings.
8. Give students the following story, using the above sounds, to read.
   Creative students may try to write their own stories.

> Anita met Ed for the first time at a jazz party given by Edna Sanchez. It was all very exciting.
>
> Anita wore her best dress––a lace one––for the party. She arrived with a cake she had baked. As she came into the house, she tripped and fell––cake and all. Her scream of pain brought Ed to her aid. Ed helped Anita up, for she had hurt her leg. She made a brave face, but the pain was great.
>
> Anita was set in a chair, and she had to sit there until her leg no longer pained. Ed stood by her all the time and kept asking, "How do you feel? Does it still pain you?"
>
> Edna cattily said to Jack, "Anita has found a mate."

SUPPLEMENTARY LESSON 2

FRONT VOWELS II

OBJECTIVES: Students will be able to pronounce clearly the i (beat), I (bit), and E (bet) sounds.

Students will be able to distinguish among these sounds.

Students will be able to understand the physical movements of the mouth, jaw, and tongue in producing these sounds.

MATERIALS: Tape D17

Worksheet––Supplementary Lesson 2

PROCEDURE:

1. Demonstrate the physical movements involved in making the i , I , and E sounds (beat, bit, bet). Have students notice the difference in the position of the jaw in each case by placing hands on jaws.
2. Distribute worksheet with the following words on it. Pronounce five groups of words which discriminate among the sounds, and have students repeat them.

	A	B	C
1.	least	list	lest
2.	feel	fill	fell
3.	read	rid	red
4.	meet	mitt	met
5.	neat	nit	net

3. **Play tape for Drill 1.** The tape begins, "Listen carefully to the pronunciation of each word and repeat it. . ."
4. Read five words from the above list for students to identify by circling each word heard.
5. **Play tape for Drill 2.** The tape begins, "Carefully listen to the following short sentences and repeat each sentence. . ."
    1. John met Mary.
    2. List his name.
    3. We will meet.
    4. It was a net.
    5. She looks neat.
    6. Get rid of it.
    7. Read the red book.
    8. Where is the mitt?
    9. Do it now, lest we forget.
    10. He ate the least.
    11. Ann fell flat.
    12. When will we read?
    13. Who feels sick?
    14. Can you eat?
    15. John found a nit.
6. **Play tape for Drill 3.** The tape begins, "Listen carefully to each sentence; then repeat it. . ."

1. Either beat the batter or cook a bit of it.
2. Didn't he buy it to eat?
3. Each hand itches.
4. Have you met him, or will you meet him?
5. Can you lift what's left?
6. He hit the ball into the net.
7. She had a letdown feeling.
8. She wore a neat red dress.
9. She dipped deeply into her purse.

7. Tape record as selected students read the above sentences, and play back the recording for analysis.
8. Give students the following story to read. Have them practice it for future recording.

> Mrs. Rodriguez said, ''Ted, please go to the store on Soto Street and get what I need on this list.'' Ted answered, ''Aw, Mom, I don't feel good. I'm sick. Send Ed.''
>
> Then she shouted to Ed, ''O.K., you get meat to eat for dinner and three cans of green beans and peas.''
>
> Ed replied, ''I'm too weak. Ask Nick. I bet he'll go.''
>
> ''You're not weak––you mean you're lazy. All you do is sleep all week. Forget it! We'll only eat beets!''

SUPPLEMENTARY LESSON 3

BACK VOWELS I

OBJECTIVES: Students will be able to pronounce **a**, (not), ə (nut), and ɔ (naught) sounds.

Students will be able to distinguish among these sounds.

MATERIALS: Tape D18

Worksheet--Supplementary Lesson 3

PROCEDURE:

1. Demonstrate the physical movements involved in pronouncing **a**, ə, and ɔ. (It might be useful for students to use mirrors to observe their facial movements.)
2. Distribute worksheets with the following words on them. Pronounce five groups of words which discriminate among these sounds.

	A	B	C
1.	cot	cut	caught
2.	body	buddy	bawdy
3.	dog	dug	
4.	Don	done	dawn
5.	are	err	or

3. **Play tape for Drill 1.** The tape begins, "Listen carefully to the following words. . . ."
4. Read five words from above list for students to identify by writing the letter and number of word; e.g., **dug** = 3B, **or** = 5C.
5. Direct individual students to read the words at random and ask another student to identify the word heard.
6. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences. . ." The following sentences are read for students to repeat.
    1. Don, what have you done before dawn?
    2. The crow cawed, and the cow chewed her cud.
    3. I have not given you a nut.
    4. Are you going, or is she?
    5. The barn burned.
    6. Were you born in a barn?
    7. He cut his finger on the cot.
    8. The baby was born at dawn.
    9. He cut the nut open.
    10. The cod was caught.

7. **Play tape for Drill 3.** The tape begins, "Listen to the following sentences. . ." Sentences are read which contain one of the two words in parentheses. Students will circle the word heard. (The word which is used is underlined for teacher's reference.)

   1. (A. cat B. cot) He sat on the __________.
   2. (A. shack B. shock) John had a __________ in the yard.
   3. (A. map B. mop) Hand me the __________.
   4. (A. dull B. doll) People called her __________.
   5. (A. bomb B. bum) There was a __________ in the street.
   6. (A. lock B. luck) A little __________ protects your valuables.
   7. (A. knot B. nut) Put a __________ in it.
   8. (A. body B. buddy) My dog has a strange __________.

SUPPLEMENTARY LESSON 4

BACK VOWELS II

OBJECTIVES: Students will be able to hear the differences between **ɔ** (flaw), **O** (low), and **U** (flew) sounds.

Students will be able to pronounce the **ɔ**, **O**, and **U** sounds.

MATERIALS: Tape D19

Worksheet--Supplementary Lesson 4

PROCEDURE:

1. Demonstrate the physical mechanics involved in saying the **ɔ** (flaw), **O** (flow), and **U** (flew) sounds.
2. Pronounce the following words for imitation:

	A	B	C
1.	flaw	flow	flew
2.	Shaw	show	shoe
3.	bought	boat	boot
4.	call	coal	cool
5.	Paul	pole	pool

3. Distribute work sheet on which the above words are written.

   Play tape for Drill 1. The tape begins, "Listen to the following words and repeat them. . ."
4. **Play tape for Drill 2.** The tape begins, "Listen to the following groups of words. . ." Have students circle the word on their sheet which has a different sound.

	A	B	C
1.	fall	boat	law
2.	low	flew	school
3.	fought	fuel	jaw
4.	cold	school	few
5.	caught	lawn	load

5. **Play tape for Drill 3.** The tape begins, "Listen to the following sentences and repeat each one. . ."

   1. The boat sank.
   2. They swam in the pool.
   3. He took off his shoe.
   4. Have you bought a ticket to the prom?
   5. Paul called her for a date.
   6. It was a cool day.
   7. Do you like the new boots?
   8. We don't use much coal in California.
   9. They saw *Sand Pebbles* at the show.
   10. The car flew down the road at 70 m.p.h.
6. Tape record selected students reading the above sentences.
7. Tape record selected students reading the following dialogue.

1. Do you drive to school?
2. Yes, I come with Paul, though he already takes quite a few.

1. I wish I could get a loan to buy a car.
2. Me too, because I've seen a jewel of a car.

1. What make?
2. Why, the best one, naturally.

1. Hope it's not rough on fuel!
2. It is, but it's real cool inside!

1. Don't be a goon--there's more to a car than show!
2. I know, but I want it anyway.

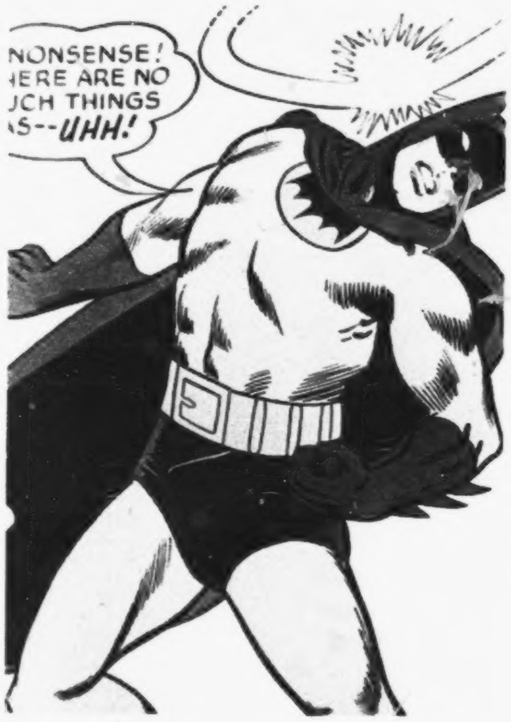
1. I could have bought a car, but my father wouldn't give me the dough.
2. My dad won't either because he thinks I won't drive slow.

1. I told mine I could start a car pool and could pay him back some of the dough that way.
2. Oh, here comes John down the hall. I've got to go.

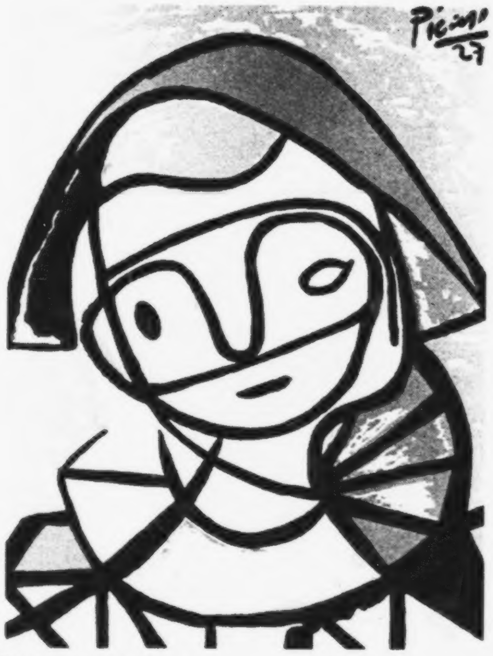
Part Three

APPENDIX

Excerpts From The Filmstrip "The Languages You Speak"


NONSENSE! HERE ARE NO JCH THINGS S--UHH!

Picture No. 13



Picture No. 14

COURTESY, LOS ANGELES TIMES

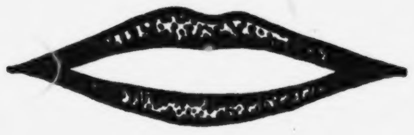
Picture No. 15

PRONUNCIATION CHART

THE VOWEL SOUNDS

Narrow opening between lips; lips drawn back rather tensely in smiling position; tip of tongue touching lower teeth; middle of tongue pressing against hard palate and sides of tongue against upper teeth.

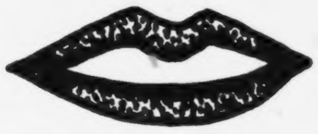
be, key, sleep, green, eat, read, speak



i

Closely related to (i), with same narrow opening between lips; lips drawn back less tensely than for (i); tip of tongue touching lower teeth; middle of tongue slightly lower than for (i), and sides of tongue on upper teeth.

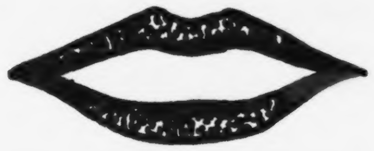
it, is, it's, Miss, this, six, sit, near, here



I

More open than (i) and (ɪ); jaw drops a little; lips drawn back rather tensely; tip of tongue touching lower teeth; middle of tongue slightly lower than for (ɪ), and sides touching upper teeth; when stressed, pronounced (eɪ).

name, page, day, play, they, eight, explain

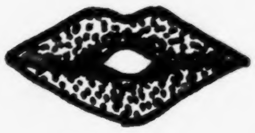


e

THE VOWEL SOUNDS

Jaw almost closed, leaving very small, round opening; lips rather tensely rounded and well protruded in whistling position; tip of tongue touches nothing; back of tongue raised and touching velum.

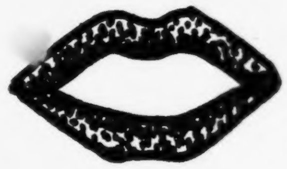
do, who, you, two, new, cool, room, student



u

Lazy, effortless sound in neutral position; lips not drawn back and not rounded, but completely relaxed in natural open position; tip of tongue touching nothing; tongue relax on floor of mouth; sound is called the schwa.

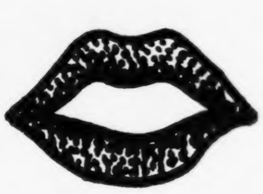
of, son, come, run, but, young, umbrella



ə

Lips in natural open position, but slightly rounded and protruded; tip of tongue raised and tensely drawn back a little; sides of tongue touching upper teeth; sound is called the ˞ –vowel or schwa ˞ .

word, girl, nurse, learn, actor, sister

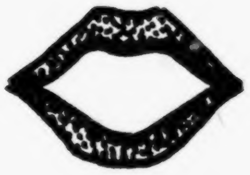


ɚ

THE VOWEL SOUNDS

More closed than (ɑ); jaw raised a little; lips rounded and somewhat protruded; tongue drawn back a little.

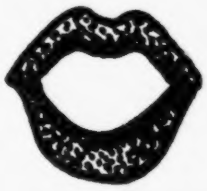
wall, tall, long, door, floor, four, August



ɔ

More closed than (ɔ); jaw raised a little more, leaving small, round opening; lips well rounded and protruded; tip of tongue touching nothing; tongue drawn back a little more; when stressed, pronounced as a diphthong: (oʊ).

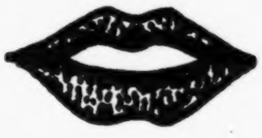
no, go, old, cold, home, those, close, know



o

More closed than (o); jaw raised a little more, with opening wider horizontally but narrower between teeth; lips less rounded but somewhat protruded; tongue drawn back and upward with sides touching upper teeth.

book, look, good, foot, soot, put, woman

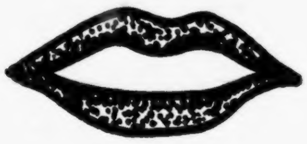


ʊ

THE VOWEL SOUNDS

More open than (e); jaw drops a little more; lips drawn back less tensely than for (e) by relaxing the corners of the mouth; front of tongue a little lower and more relaxed, and sides of tongue barely touching upper teeth.

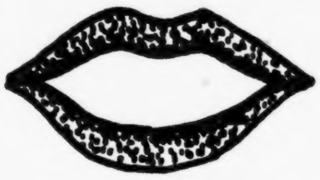
yes, pen, desk, well, there, chair, many



ɛ

More open than (ɛ); jaw drops a little more; lips drawn back in a laughing position; tip of tongue receded from lower teeth; front of tongue a little lower and sides of tongue no longer touching upper teeth.

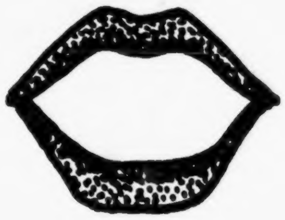
class, man, map, that, glad, thank, aunt



æ

Most open vowel sound; jaw drops considerably, leaving large opening between lips; lips rounded and relaxed; tip of tongue receded; tongue low in mouth.

on, not, clock, John, doctor, hard, father

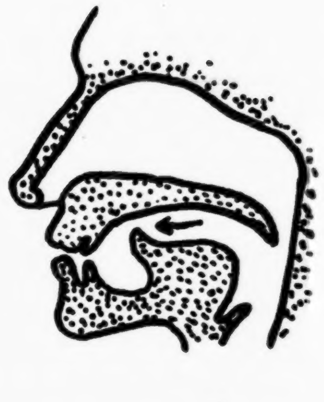


a

THE CONSONANT SOUNDS

Open the lips and round them slightly, block the nasal passage by raising the soft palate; raise the tongue to touch the inner surface of the upper teeth; leave the tongue tip free, but point it upward back of the rough ridge; force the air through this opening.

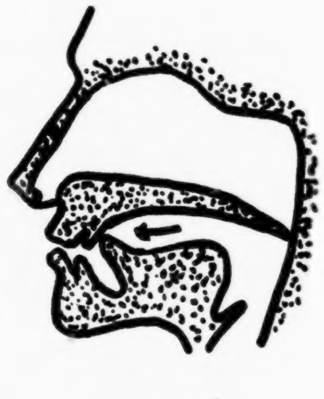
show, sheet, shoe, cash, dish, finish



sh

Open the lips and slightly round them; block the nasal passage by raising the soft palate; place the tip of the tongue against the inner surfaces of the upper teeth; force the air over the tongue, and explode it suddenly as the tongue tip is dropped.

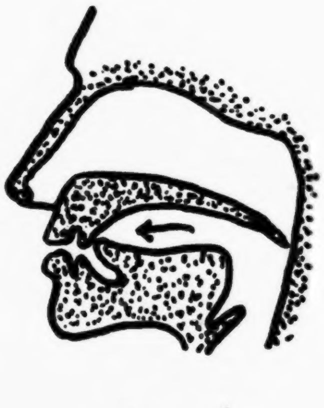
child, chalk, chain, watch, teach



ch

Close the nasal passage by raising the soft palate; place the tip of the tongue against the inner surface of the upper teeth; allow the air (vibrated for **d**) to escape through the mouth over the tip of the tongue.

to, tell, ton, do, dell, done

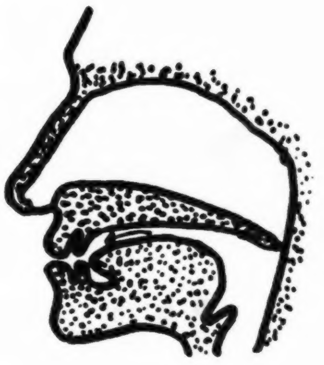


t, d

THE CONSONANT SOUNDS

Close the lips; block the nasal passage by raising the soft palate; form air pressure (vibrated) in the mouth; open the lips and separate the teeth to explode the air.

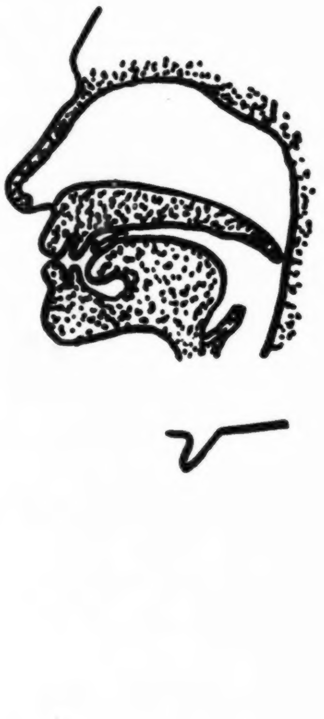
by, bear, before, blew, bought



b

Touch the lower lip lightly to the upper front teeth; block the nasal passage by raising the soft palate; flatten the tongue, touching the lower front teeth with the tip; allow the stream of air (vibrated) to press against the lower lip.

vat, very, vine, view, valley



v

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